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ABSTRACT

This document consists of a compilation of 11 issues of the journal "English Teachers' Journal (Israel)," extending from April 1985 through December 1990, a period of 5.5 years. Typical issues contain around 14 articles, usually arranged in 3-4 groups differing with each issue. Typical groups are: "Teaching English to Special Populations"; "The Oral Bagrut"; "The Teaching of Vocabulary"; "Language Testing"; "Teaching Native Speakers"; "Implementing the New Syllabus"; "Groupwork in the English Classroom"; "Hi-Tech in the English Classroom". (MSE)

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English Teachers' Journal (ISRAEL)

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Ministry of Education and Culture
Pedagogical Secretariat — English Inspectorate

ENGLISH TEACHERS' JOURNAL (Israel)

(incorporating ENGLISH TEACHING GUIDANCE)

Number 31

April 1985

Teachers of English are invited to write short articles, reports and letters to the editor. Please write to "English Teachers' Journal", English Inspectorate, Ministry of Education and Culture, Jerusalem, 91 911.

"עלון למורים לאנגלית" מוצא לאור על־ידי הפיקוח על
הוראת האנגלית במשרד החינוך והתרבות, ירושלים 91911,
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עלון למורים לאנגלית, מס' 31, ניסן תשמ"ה, אפריל 1985

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Reserve this date

ETAI
English Teachers' Association
of Israel

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Israel Teachers of English to Speakers
of Other Languages

in conjunction with

I.A.T.E.F.L.
International Association of Teachers
of English as Foreign Language

TESOL
Teachers of English to Speakers
of Other Languages

The British Council

Ministry of Education & Culture
State of Israel

Host Institution: Hebrew University, Jerusalem
School of Education

INTERNATIONAL SUMMER MEETING FOR TEACHERS OF ENGLISH (TEFL)

"Teaching English for Communication"
14–18 July, 1985
Jerusalem

Speakers will include:
B. Spolsky — Bar Ilan University
V. Whiteson — Bar Ilan University
A. D. Cohen — Hebrew University
R. Cooper — Hebrew University
E. Levenston — Hebrew University
E. Shohami — Tel Aviv University
E. Olshtain — Tel Aviv University
R. Gefen — Ministry of Education

Guest Speakers from the British Council and TESOL International.

Further information from:

Ephraim Weintraub,
Secretary ETAI
Hebrew University, School of Education
Jerusalem, 91905

INFORMATION FOR ENGLISH TEACHERS

Details are given in this issue of the ENGLISH TEACHERS' JOURNAL of the new "Battery" Oral Bagrut examination, to take effect from the Summer 1986 examinations. Teachers and examiners should study the new regulations carefully and ensure that they and their pupils buy the "Guide" (see "Official Syllabus" in this issue of the JOURNAL). This new format for the Oral Bagrut will undoubtedly have a very powerful washback on teaching the various skills of oral expression in class and will result in a far higher level of oral proficiency on the part of graduates of our secondary schools.

Listening Comprehension

Most of the articles in this issue of the JOURNAL deal with LISTENING COMPREHENSION, indicating the increased attention being paid to this skill in our classrooms. A number of teams of teachers are now preparing taped material (further details will be published when they are ready and on the market) and of course a large number of teachers have also prepared material for use in their own classrooms: these teachers are urged to write to the JOURNAL and share their experiences with their fellow-teachers.

Teaching Material Now in Preparation

The three projects being sponsored by the Curriculum Centre of the Ministry of Education are now nearing completion; one or two might possibly have been published by the time this issue of the JOURNAL comes out. The projects are:

1) THE PLIGHT OF SOVIET JEWRY by Carol Goldfus and Nomi Ballas — a Reader for Grades 11 and 12 (this book is also sponsored by the "Unit for Strengthening Jewish Education" in the Ministry of Education and Culture);
2) CIVILIZED DISCUSSION (temporary title) by Valerie Jager and Norman Tarshish — a Reader and Activity Book for Grades 10–12, probably also useful for the new "Battery" oral Bagrut as well as for the educational values it promotes ("תרבות הדיבור") — this book is also sponsored by the "Unit for Strengthening Jewish Education" above.
3) CAN I HELP YOU? by Rivka Horowitz and Brenda Liptz, a textbook for very weak pupils in Grades 9 and 10.

Textbook for Teaching Translation Skills

Readers of the JOURNAL are referred to Numbers 27, 28 and 29 for the discussion of the role of translation in teaching English in Israel schools. As one of the options in the SIX-POINT Bagrut (only) students may choose Translation from English to Hebrew. For such pupils, and for other advanced learners who wish to study the skills of translation as an additional language skill (i.e. in addition to Listening Comprehension, Reading Comprehension, Spoken Expression and Written Expression), a new textbook "TRANSLATION FROM ENGLISH TO HEBREW: A COURSE FOR SCHOOLS" by Professor E.A. Levenston, The Hebrew University of Jerusalem, is about to be published.

Listening Comprehension Course by Radio

These broadcasts for Grades 9 and 10 were very successful as enrichment material and may be repeated during the 1985–1986 school year. Teachers wishing to participate and receive the Teacher's Guide (by Penny Ur) should write to the English Inspectorate, Ministry of Education and Culture, Jerusalem 91911. At the time of going to press, discussions were taking place in the Ministry and "Kol Yisrael" for introducing similar broadcasts for other classes. Full details will be sent to schools of any decisions in this matter.

Pen-Pal Correspondence

The International Cultural Centre for Youth, Rehov Refaim 12a, Jerusalem, (Tel: 02-669838, 02-744144) maintains contacts with young people in many different countries and will be happy to provide lists of correspondents and guidance in conducting pen-pal correspondence for pupils of secondary school age (Grades 7–12). Teachers should apply to Mr Zvi Dagan, Director of the Centre, for more details. Pen-pal correspondence is of course an important means of improving pupils' skills in writing and is an authentic expression of the "communicative" aim in our Syllabus, as well as being a valuable means of drawing youth together and promoting international understanding.

"We All Want A Beautiful Israel"

This booklet by Aviva Shulman and Rachel Wohl, Consultant Hazel Kamron, is published by The Council for a Beautiful Israel in conjunction with the English

Inspectorate, Ministry of Education and Culture. The booklet is intended for pupils in Grade 7. Teachers interested in buying copies for their classes should apply to: Ora Davidovitch, Educational Director, The Council for a Beautiful Israel, Shderot Ben-Gurion 44, Tel-Aviv 64589 (Tel: 03-235064, 227369).

The English Curriculum for Schools

This Curriculum (Grades 5–12) is available from "Maalot" publishers. Every teacher should have a copy of the Curriculum, and Teacher-Trainers and Teacher-Counsellors should also ensure that their 'charges' have a copy. The Curriculum is an indispensable part of the programme for studies for Teacher-Training (Pre-Service and In-Service). The address of the publishers is: Carlebach 29, Tel-Aviv (Tel: 03-284191). Individual copies of the Curriculum can be obtained from the branch of the publishers at Rehov Yavneh, 7, Tel Aviv.

Newspapers in Simplified English

The GOOD TIMES Publishing Company issues the following monthly newspapers:
ABC TIMES — for Grades 5, weaker 6, good Grade 4.
SUNSHINE — for Grade 4.
JUST FOR YOU — for Grades 6 and weaker 7.
GOOD TIMES — for Grades 7, 8, 9.
Address: GOOD TIMES, POB 3576, Jerusalem 91035, Tel: 02-525353.

THE JERUSALEM POST publishes the following monthly newspapers:
HEY, THERE! — for Grades 7–9 and less advanced older students.
STUDENT POST — for Grades 10–12.
The address of the publishers is: THE JERUSALEM POST, POB 81, Jerusalem 91000. Tel: 02-551616, Ext. 218.

Publications Available from the National Pedagogic Centre

To order the following material, telephone first to check the current price — 02-238331, 02-238334, 02-238348. Payment is by means of Post Office Bank Account 0-10410-5, payable to "National Pedagogic Centre, Ministry of Education" (המרכז הפדגוגי); send a copy of the receipt to Mr Ezra Mizrahi, National Pedagogic Centre, Ministry of Education and Culture, Jerusalem, 91911. Remember to indicate which publication you are ordering and the name and address to which it is to be sent!

— "JEWISH FESTIVALS": suggestions for teachers Grades 5-9 (not a textbook for pupils)
— "ENGLISH SONGBOOK": songs and explanations, Primary and Secondary levels
— "CASSETTE — ENGLISH SONGS": Cassette of songs above
— "CASSETTE — LISTENING COMPREHENSION BAGRUT TESTS (1979-1983)"

New Textbook: ENGLISH HERE AND NOW, BOOK TWO (English for Speakers of Hebrew, ESH)

English Here and Now, by Ruth Olin, Miriam Schcolnik and Ofra Inbar, is a two-book course designed for secondary school students who need a basic review of the grammatical structures and vocabulary of English and, at the same time, practice in the skills of speaking, reading and writing.

In both books the grammatical generalizations are kept simple. The passages which illustrate the structures are in narrative, dialogue or simple expository form. There are fewer exercises here than in the other ESH books, so as to allow room for supplementary materials should the teacher consider this necessary.

The approach assumed is modular. Each Unit stands on its own so as to allow for flexibility of use. The teacher can decide where a particular class needs to start, or which units can be left out, according to the students' specific needs. In the second book there are two full independent reading units that can be used to teach reading strategies. These Units can be taught as a whole or in sections. The last Unit of the second book has a series of "fun activities".

There are many photographs in both books. Their purpose is to illustrate some of the reading passages, to stimulate the students' imagination and to motivate various classroom activities.

Although the books are a review of the basics, they also provide communicative activities as advocated in current methodological theories.

The vocabulary in the books is controlled and glossed in a list of "words to remember" at the end of each part within the unit. The second book emphasizes morphological derivatives and most units have "Building Vocabulary' activities.

The longer reading passages are expository in nature, and their aim is twofold:

i. to illustrate the structures taught in the unit
ii. to introduce the students to more 'serious' reading comprehension passages

The second book assumes a thematic approach. Each unit focuses on a central theme suitable for a teenage/adult population.

These two books are intended for pupils who reach secondary school (Grade 9) without a good grounding in the language; the two books together should constitute a satisfactory course of studies for the THREE-POINT Bagrut.

New Textbook: THE TELEM STREET GANG by Shoshana Postol (Grade 7)

This book presents *a chain of events* based on the adventures of a group of 7th-Grade youngsters living on or close to "Telem Street" — a busy street in a typical Israeli city. As its name implies, this book is a natural continuation of the "We live on Telem Street" books for Grades 4 and 5, which together with "Welcome to Telem Street" for Grade 6 to bridge the gap in the near future, will form a series of textbooks all centred around the same neighbourhood with its inhabitants in their everyday life.

The exercises aimed at developing comprehension and exercises aimed at providing structural practice are both a natural follow-up of the narrative, so that pupils have to fulfill the demands required by those exercises in order to review the plot, fill in gaps of information or clarify mystifying points in the story. The material presented in the book is also communicative in nature in the sense that (a) specific exercises are incorporated in each unit for oral rather than writing practice, (b) all units contain exercises which provide structural reinforcement via the completion of dialogues, and (c) many common idiomatic expressions are systematically introduced and in later chapters reinforced in the narrative.

Provision has been made for engaging students in activities that will arouse the need to presume, to choose, to analyze and to evaluate information, to express personal opinion and make decisions; some of the assignments call for real-life investigation outside the classroom through personal experience.

In order to cater to the needs of a varied student population, (a) special attention has been given to the derivation of meaning at various levels of difficulty, (b) exercises are graded according to difficulty level, with the easier ones preceding, and (c) the exercises demanding tasks which may be too difficult for weaker students are marked both in the pupil's book (by a black square beside the number of the exercise) and in the guide for the teacher to signify OPTIONAL.

New textbook: DESTINATION ENGLISH, by Ruth Baratz (Grade 9)

Since learners at this level are at various stages of proficiency in English, this textbook contains material and tasks of differing complexity. The TEACHER'S GUIDE offers alternative ways for dealing with some of the more sophisticated activities. The book does not approach language learning through one particular method: procedures from many different methodological traditions are drawn upon. The use of various type faces and colour exposes the learner to a variety of authentic modes of communication and will, hopefully, encourage learners to approach these activities in much the same way that a reader might respond to similar material in a favourite magazine.

By building into the book opportunities for class interaction, the learner will find himself/herself actively participating and negotiating in a small group. Learners will, however, also have opportunities to utilize their independent "researches" and knowledge both in the group and in whole-class situations. A number of assignments require independent preparation before the learner joins a group.

While it is the intention of the author to expose the learner to authentic uses of language, the method used in the construction of the units is such that it, of necessity, leads him/her to an awareness of grammatical form. The requirements of the Syllabus are inherent in the presentation and are organic to the texts in which they occur: "the structures flow from the communicative function, the setting and the topic" (Finocchiaro and Brumfit, "The Functional-Notional Approach, From Theory to Practice"). Learners who may be characterized by what Wilga Rivers has called "searching after rules" have been accommodated just as the "performers", the "item collectors" and the "concept-learners" have: "These summarizations will satisfy the older learners' need to analyze and categorize and thus at the end arrive at a more creative use of language" (Gefen: "Teaching the Pedagogical Grammar of English").

The author in her "Foreword" expresses the hope "that the users of this book will be stimulated to keep exploring the world around them, to keep exploring how language works, and in the process to gain greater understanding of how they function and react in the learning process".

Alphabet and Cognates Charts for Beginning Classes

Wall Posters and Pupil's Cards are available from GOOD TIMES, POB 3576, Jerusalem 91035; teachers should telephone in order to check the current price (02-525353). The ALPHABET CHART contains capital and lower-case print letters and lower-case "script" handwriting letters (N.B. "Script" handwriting is the officially recommended style to be taught in Israeli Primary schools). The COGNATES CHART contains letter-sound correspondences, all illustrated (e.g. Bb = banana), with the word whose initial letter is the sound of the letter being as far as possible a Hebrew-English cognate; each word is accompanied by a picture of the "object".

Publications of the English Inspectorate

Apart from the ENGLISH CURRICULUM (see separate notice), publications of the English Inspectorate are available from the following addresses:

"ATLAS" Distributors (by post or "on the spot" sales): Rehov Choresh 12, Jerusalem (Tel: 02-226046), Rehov Tshlenov 49, Tel Aviv (Tel: 03-378901); Eric Cohen (by post or "on the spot"), Rehov Hankin 5, Raanana (Tel: 052-31725). The publications are also available from "Battelheim and Tamir", Nordau 34, Haifa (04-641066). Please check the current price and postage.

Available publications are:

ENGLISH TEACHERS' JOURNAL, No. 30 (July 1984)
ENGLISH TEACHERS' JOURNAL, No. 29 (December 1983)
ENGLISH TEACHERS' JOURNAL, No. 28 (July 1983)
ENGLISH TEACHERS' JOURNAL, No. 27 (September 1982)
TEACHING ENGLISH TO LESS ABLE LEARNERS
BAGRUT EXAMINATIONS 1979–1983 (reprint)

Textbook: "Reading for Information" for weak Grade 9 classes

This booklet (54 pages) in the NETA programme (but not connected with the other NETA series — IZZY SMART for Grade 8 and ENGLISH IS FUN for Grade 7) will be of interest to teachers of weak and socially-disadvantaged pupils in Grade 9, and possibly even higher Grades. The Contents are: All About Me, You and Food, The Newspaper, The Dictionary, Signs, and Following Directions. Interesting task-assignments are provided, Hebrew glosses are given and the layout is attractive. The booklet is available from "Ramot Educational Systems, Rehov HaUniversita 30, Ramat Aviv (Tel: 426465, 429419) and "Gestalit", Derech haAtzma'ut 41, P.O.B. 2088, Haifa (Tel: 04-673378/9).

As Others See Us!

The following review of some recent issues of the ENGLISH TEACHERS' JOURNAL appeared in the Spring 1984 issue (Volume 6 No. 1) of the "BULLETIN OF THE CANADIAN ASSOCIATION OF APPLIED LINGUISTICS":

> "The last two issues (Nos. 27, September 1982 and 28, June 1983) of the **English Teachers' Journal (Israel)** reveal that while EFL teachers in Israel share many concerns with their colleagues in our country and elsewhere, their primary challenge consists of finding solutions to problems peculiar to their part of the world.
>
> The Journal, published twice a year, serves a threefold purpose:
>
> 1. as a source of information about such matters as officially approved examinations and textbooks, changes in syllabus, coming conferences and new regulations about teacher qualifications;

2. as a springboard for in-depth discussion of a topical and controversial subject, such as the introduction of translation in the teaching and testing of English (issue no. 27) and more generally as an exchange forum for teachers' experiences and concerns;
3. as a learned journal, for the publication of articles on the teaching of EFL. Some of these are centered around a theme: using drama to teach English (no. 27), or Israeli projects in computer-aided instruction for English (no. 28). Other articles cover subjects of general interest, e.g. efficiency in language teaching or testing oral proficiency, or they deal with subjects more specifically related to local social problems, such as teaching the disadvantaged.

In addition, the **Instructional Television Center** publishes regular articles on available A/V materials and on the use of media in the EFL classroom. The contents are also presented in Hebrew in a brief one-page synopsis at the end of each issue.

For the Canadian reader, the main interest in perusing the Journal might lie in comparing his or her own situation with that of the Israeli teachers, and in discovering the complexities of teaching EFL in a country where both the teachers and the learners come from a great variety of social and ethnic backgrounds.

There are also great disparities in the use of methods: discussion ranges from the respective merits of the translation method, the direct method and pattern exercises, all the way to a most perceptive article by R. Gefen on teaching English to slow learners by using the communicative approach (no. 28). We find the same contrasts in the availability and use of resources — from teaching in outlying districts with a few trained teachers and fewer amenities, to the most sophisticated projects involving teachers in creating software for computer-assisted teaching of English.

There is a poignant touch to some of the letters addressed to the Journal. Three teachers experimenting with using a newspaper for teaching English to children in Grade 7 write: "The January issue of *ABC Times* has an article about a nine-year-old boy who saved a busload of passengers in Kfar Saba when he alerted the driver about a bomb on the bus. This article aroused special interest because the pupils were able to identify with the story" (No. 27).

One of the pages which provides food for thought is not an article at all, but an advertisement on p. 77 of the September 1982 issue, entitled "Teaching Wounded Soldiers". It reads, in part: "Dear Colleagues, A volunteer undertaking has been set up throughout Israel — Operation English — which will enable wounded soldiers in the various hospitals and rest homes to carry on their English studies at all levels including... preparing for matriculation".

All in all, the Journal provides interesting reading, both in its articles dealing with the mainstream of EFL teaching anywhere in the world, and in those pages which give us an insight into the local problems of teaching English as a foreign language in Israel."

R.I.C.H. — Relevant Issues in Contemporary Humanism: textbook

The various Units of this programme of reading material for Grades 11 and 12 have now been issued as one book, which is now available for schools. These Units proved very popular with schools and the "collected edition" has been able to incorporate the feedback from the experimental edition. Each "issue" contains newspaper stories, poems, prose extracts etc. At the time of going to press, the Teacher's Guide was in the last stages of preparation. Each "issue" in the book is considered as an article in the Non-Fiction Prose syllabus for the Bagrut examination (Compulsory Reading Programme).

Listening Comprehension Test, Summer 1984

Following is the text of the Listening Comprehension Bagrut test, Summer 1984, together with the questions and multiple-choice answers. The test on this occasion was in the form of a conversation rather than a "lecturette", but this will not necessarily be the form of future tests.

Good morning!

You are about to hear a conversation between my friend, whose name is Jack, and me (my name is Jill) about the ways that sportsmen and sportswomen are chosen to take part in the Olympic Games. I recorded our conversation on my tape-recorder.

(Jill): Have you seen that item in the newspaper, Jack, about the Olympic Games? Actually, it is about the great sportsmen and sportswomen who take part in these Games. I wonder why it is that many very good, even excellent, athletes are *not* chosen as members of their national Olympic teams.

(Jack): Yes Jill, that's something that I've asked myself many times. What is it, then, that separates *Olympic* sportsmen and women from other very good athletes? What does the paper say?

(Jill): It says that for the past three years a group of American scientists have been examining both the physical and the psychological condition of America's best athletes — their outstanding sportsmen and sportswomen. In other words, these athletes are not only being examined by medical doctors, but also by psychologists, who are checking their minds and not their bodies.

(Jack): Oh, so America's greatest sportsmen and sportswomen are being examined by psychologists also. That's interesting. Have they found anything special? What are their conclusions?

(Jill): As a matter of fact, Jack, they have discovered that there *is* a mental difference between those athletes who *will* get into the Olympic team and those who will *not* be accepted into the team. The difference between them is in their state of mind, their psychological condition.

(Jack): Now that's very interesting indeed. What about other differences between Olympic and those other athletes — very good but not up to Olympic standards? How about *physical* differences — is the Olympic athlete stronger or healthier? Is the training any different?

(Jill): No, there are no physical differences between the two kinds of athlete and neither is there any difference in their training. Here, the newspaper quotes one of the scientists. This scientist said — listen carefully, Jack, while I quote him — "Physically, we've known what to do in training our people. It is in the area of the mind — in other words, psychology — that until recently we have not really done much".

(Jack): Oh, I like that, Jill — "until recently". So now they have the answer, they hope. What is the psychological difference, then?

(Jill): Apparently, the psychological difference is that those people who are very tense, depressed and confused before taking part in a race — will probably lose the race. And on the other hand, those people who are positive, calm and relaxed beforehand will probably win. Well, I suppose that's only common sense.

(Jack): Yes, a bit disappointing that. Is that all the newspaper has to say about three years of research and tests?

(Jill): Don't be such a cynic Jack! It also says that Olympic athletes tend to be more conscientious. They have a greater sense of duty and obligation than the other group of athletes, and they are also more in control of themselves. The others just lose control of themselves when they are in a race.

(Jack): Now that's something new, for me at least. I never realized that Olympic athletes have a greater sense of duty than others. But are there any *practical* results from their study? Have they done any experiments in trying to know in advance who is going to win a race?

(Jill): As a matter of fact they have. These scientists claim that they knew in advance who the winners would be at some American athletic competitions — and they were right 78 per cent of the time, without themselves seeing personally any of the competitions.

(Jack): Yes, I'm impressed by that. And now I suppose they will have to decide how to improve the training of their athletes.

(Jill): That's right. They will now try to improve the training of their athletes. But the newspaper goes on to say that they definitely *do not want* to produce athletes like in a factory, by mass production — which, so they say, *is* being done in countries like East Germany.

(Jack): Ah yes, but I also see from your newspaper that the Americans *are* going to use some of the methods used in East Germany. For example, the American Olympic team will now include *scientists* on the team to help with the training.

(Jill): And especially a psychologist, who will help the athletes in the hours before they take part in the race; the psychologist's job will be to help the athletes reach the best state of mind for victory.

(Jack): Well, I think we both agree that it doesn't matter which nation wins the race. As we all say — "Let the best man or woman win!". The important thing is the spirit of sportsmanship.

* * *

אתם עומדים לשמוע קטע משודר. **אל** תביטו בשאלון בעת השידור הראשון. אחרי השידור בפעם הראשונה **אפשר** לפתוח את השאלון ולעיין בו, **אך** עדיין **אין** לרשום את התשובות. בפעם השנייה, **מותר** לעיין בשאלון תוך כדי השידור, ולסמן את התשובות בעיגול. לאחר השידור השני, יותר לכם לעיין שנית בשאלון ולהמשיך לסמן את תשובותיכם. ענה על **עשר** שאלות־המשנה בשאלה 7 (לכל אחת — נקודה אחת).

LISTENING COMPREHENSION: Questions
Circle the most suitable answer,
according to the context of the passage
you have just heard.

השאלות
הקף בעיגול את התשובה המתאימה ביותר,
בהתאם להקשר בקטע ששמעת.

(a) This conversation is about
- a. two Olympic athletes named Jack and Jill
- b. the selection of athletes for the Olympic Games
- c. the medical problems of athletes in the Olympic Games
- d. the history of the Olympic Games

(b) What have the American scientists been doing for the past three years?
- a. Trying to find psychologists to help them in their work.
- b. Studying the history of the Olympic Games.
- c. Examining the athletes' physical condition only.
- d. Checking the athletes' mind and bodies.

(c) The scientists decided that Olympic athletes
  a. were different psychologically from the others
  b. received better training than the others
  c. were younger than the others
  d. were physically stronger than the others

(d) As a result of these studies, the Americans will now pay more attention to
  a. making sure their athletes take part in more competitions
  b. giving their athletes better medical treatment
  c. looking after their athletes' state of mind
  d. training their athletes more strictly

(e) What was the big difference between the two groups of athletes, which Jill thought was "only common sense"?
  a. One group was feeling physically much stronger than the other.
  b. One group was having psychological treatment, the other was not.
  c. One group was being given more training than the other.
  d. One group was not worried or nervous, the other was.

(f) The other difference between the Olympic athletes and the others was that Olympic athletes
  a. have much greater physical strength
  b. have a greater feeling of responsibility
  c. cannot control themselves when they are in a race
  d. do not care about anything except winning the race

(g) The scientists' experiments enabled them to predict who the winners would be
  a. very seldom
  b. most of the time
  c. all the time
  d. none of the time

(h) East Germany is mentioned in the newspaper because the Americans
  a. do not want to use any of the training methods used by the East Germans
  b. do not want to compete against East Germany
  c. want to include scientists in their team, as the East Germans do
  d. want to mass-produce athletes, as the East Germans do

(i) According to the newspaper, the job of the psychologists will be
  a. to get the athletes into the right mood for the race
  b. to take part in the races, as part of their research

- c. to teach the athletes about psychology
- d. to help the athletes relax after the race

(j) What is Jack's final opinion?

- a. He does not believe there is any spirit of sportsmanship left.
- b. He hopes the Americans will win.
- c. He hopes the East Germans will win.
- d. He hopes the best athlete will win, whatever his nation.

TESTING OVERALL ORAL PROFICIENCY: TOWARDS A NEW ORAL BAGRUT TEST*

by *Elana Shohamy* (Tel Aviv University), *Thea Reves* (Bar Ilan University), *Yael Bejerano* (Everyman's University)

(NOTE TO READERS: This is the report of research project, not all of the recommendations of which have been adopted. See later articles for the official syllabus.)

Increased interest in the teaching of the communicative skills has brought about greater emphasis on both the teaching and the testing of oral proficiency. However, oral performance in communicative situations is one of the most difficult skills to assess. The principal reasons that account for this difficulty are due to communicative speaking tests tending to have low inter-rater reliability and low content- and construct-validity. In addition, such tests are very costly, because of the need to test students on a one-to-one basis. Thus, in spite of the extensive teaching of speaking which takes place in most educational settings, the testing of this skill is still in its infancy. Although in the past decade several attempts have been made to develop tests that would provide better measures of oral proficiency (Madsen and Jones, 1981), the research carried out on the reliability, validity and efficiency of these tests is still very limited.

In Israel the oral proficiency of students at the end of the 12th grade is generally tested by informal unstructured interviews. This test is conducted by a secondary school teacher who, by virtue of his/her experience in teaching, is called upon to administer the test. The topics of the conversation between the tester and the test-taker vary freely from everyday matters to more sophisticated subjects, without any advance planning.

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* The authors acknowledge the helpful participation of the large number of teachers who cooperated in the various phases of the research and its experimental implementation.

The scores assigned to the test-taker as a result of this interview are impressionistic, based on the tester's subjective judgement.

Several deficiencies can therefore be found in this procedure:

a) It represents a single aspect of oral performance, and it is therefore questionable whether it is a valid indication of the students' *overall* oral proficiency.

b) Since rater reliability is not measured, it is questionable whether the score obtained by the student is his/her true score, especially since the testers are not trained in either interviewing techniques or the rating of oral proficiency.

c) The test has low variance and a narrow distribution of scores: in practice, hardly anyone fails the test. It is clear that the test is not sensitive enough to tap the existing individual differences in oral proficiency.

Searching for an alternative to the Oral Bagrut constitutes a problem, since among the large number of tests available (Madsen and Jones, 1981), hardly any have been sufficiently researched to allow their implementation on a nation-wide scale. The only oral test that has been researched extensively is the FSI (Foreign Service Institute) Oral Interview (Bachman and Palmer, 1981, Shohamy 1982, Hinofotis 1976, Clifford, 1977). However, one of the major shortcomings of that test is that it does not encompass a wide enough variety of speech styles (Shohamy 1983); it is limited to questions asked by the tester and answers supplied by the test-taker. It is obvious that such a test cannot be a valid measure for assessing *all* the aspects of oral proficiency. Some testing agencies have recently incorporated additional speech styles into the FSI Oral Interview procedure, such as reporting, conversing, and role playing (Lowe, 1982).

It is obvious that adding other speech styles to the Oral Bagrut can be justified from a linguistic point of view, since it involves the use of different linguistic and socio-linguistic features in oral discourse which are part of the language proficiency that students are expected to acquire by the end of Secondary School.

The Israel Research Project

The aims of the research study described here were the following:

1) To develop a number of experimental oral proficiency tests. The tests are intended to a) represent a broader range of oral speech styles, which would presumably reflect the type of communicative language that students are likely to need in authentic situations; b) discriminate well between various levels of the students' oral proficiency; c) have high inter-rater reliability. These tests should also evoke positive attitudes on the part of the test-takers.

2) *To examine the relationship between the scores obtained on the experimental tests and the scores on the existing oral proficiency test.* It was assumed that if the psychometric quality of the experimental tests proved to be better, they might be considered to be a preferable alternative to the Oral Bagrut test.

3) *To examine the extent to which the experimental tests are related to one another*; in other words, whether any one of the tests can be a valid measure of overall oral proficiency, or whether there is a justification for the testing of the various speech styles by separate oral tests.

Four experimental tests were designed: **Oral Interview, Role Play, Reporting Task** and **Group Discussion.** The experimental tests were systematized in three ways: a) the tasks were constructed so as to discriminate between levels of performance; b) testers were trained to conduct and rate the tests, and c) scores were based on a systematic rating scale. These experimental tests were then compared to the Oral Bagrut test, for their psychometric properties.

This paper will report research results obtained on the development of the experimental tests, their relationship to the Oral Bagrut test, and the inter-relationship among the experimental tests. These findings will provide the basis for recommendations regarding policy decisions.

Specifically, the following research questions were asked:

1. Regarding the experimental tests:
   a) To what extent do they discriminate between the various levels of oral proficiency?
   b) What is the inter-rater reliability of the tests?
   c) Is there evidence for the validity of the tests?
   d) What are students' attitudes towards the tests?
2. Regarding the comparison between the experimental oral tests on the one hand, and the Oral Bagrut test on the other:
   a) is there a difference between the mean and standard deviation of the two types of tests?
   b) is there a difference in the distribution of scores between the two types of tests?
   c) what is the correlation between the two types of tests?
3. Regarding the relationship between the four experimental tests:
   a) To what extent do students' scores on the different types of oral tests represent different speech styles related to one another?

b) Does the degree of relationship between the tests, by itself, suggest the need for the use of different tests to tap overall oral proficiency?

c) Which of the four tests is the best predictor of oral proficiency?

The Design

The sample of the study consisted of one hundred and three 12th grade students (4 and 5 point Bagrut) of four classes in a comprehensive secondary school near Tel Aviv. These classes were randomly chosen out of seven classes in that school. All the students undertook all the experimental oral tests — the Oral Interview (OI), the Role Play (RPL), the Reporting Task (REP), and the Group Discussion (GD). The tests were administered on the campus of Tel Aviv University; each test was administered independently and lasted for about ten minutes. In order to minimize the learning effect possibly created by the order of the tests, groups of students took the tests in various orders, so that total rotation was ensured. The OI, the RPL, and the REP were carried out on a one-to-one basis, while the GD was held in groups of four. Different testers were assigned to administer the tests; they were all experienced EFL teachers and were trained in administering and rating the tests. The rating of the oral performance was done on the spot using a rating scale which was adapted from several existing rating scales, mostly from the DLI (Defense Language Institute).

It rated oral proficiency on a scale ranging from 4 to 10, 10 being equivalent to native speaker performance.

The OI, RPL, and REP tests were audio taped, and the GD was video-taped. This was done in order to provide the data for computing rater reliability, i.e. comparing the scores assigned on the spot with scores given at a later date by independent, lay raters.

On completion of each of the four tests the students filled out a questionnaire which assessed their attitudes toward the four experimental tests.

Two weeks after the administration of the four experimental tests, 77 of the 103 students were tested by the existing conventional test in their schools. It is on these 77 cases that the comparison between the experimental tests and the existing test was made.

The Experimental Tests

Four tests were used as the experimental oral test. The rationale for the selection of the experimental tests in this study was to tap a variety of speech styles which are likely to be needed in various oral communicative situations. It is realized that although these situations do not embrace the whole scope of oral performance, they provide a representative sample of useful oral interactions.

The following sections will provide a description of each of the four experimental tests:

a) *The Oral Interview (OI)*

The rationale underlying this test was to guide the test-taker into a dialogue with the tester; the test elicits answers to questions asked by the tester on different topics at different levels of proficiency.

The test followed the model of the Foreign Service Institute Oral Interview (Lowe 1981; Oller, 1981). The test was administered by trained testers, took abut 10 minutes and included the following four phases: 1) *warm-up* — in this phase the test-taker was put at ease and the tester derived a preliminary indication of the test-taker's level of proficiency in speech and understanding; 2) *level-check* — during this phase the tester checked the functions and content which the test-taker could perform most accurately; 3) *probing* — in this phase the tester assessed the highest level at which the candidate could function accurately; 4) *wind-up* — in this phase the test-taker was returned to the level at which he could function most comfortably and thus was left with a feeling of accomplishment. The scoring of the test-taker's performance on the oral interview was done on the basis of the rating scale used for all the other tests.

b) The Role-Play (RPL)

The rationale behind this test was to stimulate the test-taker to produce spontaneous speech-behavior within the limits of a pseudo-authentic situation on the one hand, and to elicit specific speech acts prompted by strictly limited situations on the other. The test consisted of a situation in which the test-taker had to play one role, with the tester playing another, both partners in a dialogue. The test-taker was given a card on which he found the description of a situation and his expected role in it. The card was written in the test-taker's mother tongue (Hebrew), so that the interference of reading comprehension in the foreign language could be avoided. The tester then engaged in the simulated conversation derived from the situation described on the card. The test lasted for about ten minutes, and a score was assigned by an assessor who was not involved in the RPL, on the basis of the rating scale used for all the other tests.

c) The Reporting Test (REP)

The rationale underlying this test was to stimulate the test-taker into a monologue in the foreign language, based on authentic imput in the mother tongue, Hebrew.

The student was given an article in Hebrew which he was asked to real silently, and report its general content in his own words, in English. He was specifically asked not to translate the text, but rather to report freely, referring back to the text only if necessary. The test lasted about 10 minutes and was scored on the basis of the rating scale used to rate oral proficiency for all the other experimental tests.

d) The Group Discussion (GD)

The rationale underlying this test was to stimulate the test-takers into a spontaneous discussion of a controversial issue, in which they could express views about topical matters, debate and argue about them, defend their opinions and try to persuade the other participants to accept them.

Four students were asked to discuss a topical subject or issue controversial enough to lend itself to a lively discussion. Members of the group picked a card randomly from among 20 cards on the table. The card provided information regarding the topic of the discussion they were about to hold and some clues for the discussion, such as guiding questions with some relevant lexical items. They were given a few minutes to read the card and plan the procedure of their discussion among themselves in the mother tongue, before they were to start the actual discussion in English. Then they discussed the topic in English (Reves, 1982). The tester listened to the discussion without participating in it or interfering with it, and scored the performance of each of the four participant test-takers on the basis of the rating scale used for all the other tests in this study.

RESULTS

1. Regarding the experimental tests

a) Distribution of Scores

The distribution of scores for the four tests ranged along the *whole* scale of scores, from 4 to 10 following a normal curve. The distribution of scores on all the experimental tests was similar.

b) Inter-rater Reliability

The extent of agreement of different raters regarding the oral proficiency scores was measured by correlating scores assigned by the tester on the spot (on the completion of the test) with a second rating done on a random sample of tapes. It was carried out by two independent, untrained raters using the same rating scale as used for the first rating. The correlations were .91 for the OI, .81 for the REP, .76 for the RPL and .73 for the GD test. It is clear from these analyses that the reliability of the tests was relatively high.

c) Validity

The fact that the four speech styles represent a larger part of the domain of oral proficiency can serve as evidence for the validity of the experimental tests.

d) Attitude towards the four oral tests

Attitude towards the four oral tests was assessed using a questionnaire that students filled out upon completion of each test. In the questionnaire, students were asked to mark their agreement with statements which described the test as being difficult, interesting, instructive, etc. on a scale of 1 to 4, 4 meaning "strongly agree".

The results indicate that students favored the OI and the RPL: $\bar{x} = 3.05$ and $\bar{x} = 3.03$, respectively. The attitude towards the other two tests was less favorable, although still positive, $\bar{X} = 2.59$ for the Reporting and $\bar{X} = 2.74$ for the Group Discussion.

2. Regarding the comparison of the four experimental tests with the Oral Bagrut test

a) Differences in means and standard deviations

The means of the four experimental tests were quite similar: they ranged from $\bar{X} = 6.00$ for the GD to $\bar{X} = 6.57$ for the REP. In contrast to the experimental tests, the mean of the conventional test was substantially higher, $\bar{X} = 7.79$, indicating the possibility that the scores may have been artificially inflated.

A substantial difference between the two types of tests was also found in the S.D. of the tests: while the S.D. of the experimental tests ranged from 1.32 to 1.93, the S.D. of the existing test was 1.03, indicating that the existing test is less sensitive to individual differences among students. A t test analysis between the means of the existing test and each of the four tests indicated that these differences were statistically significantly different at the .001 level. Thus, a student may get a different score from the two types of tests.

b) Distribution of scores

The distribution of scores for the four tests ranged along the whole scale of 4 to 10, whereas the distribution on the Oral Bagrut test was very different: nobody received scores of 4 and 5, while 13.55% of the students received these scores on the experimental tests. It is worth nothing what happened on the upper part of the scale. While about 56% of the students obtained scores of 8–10 on the existing test, only about 23% of the students received such scores on the experimental tests. The distribution of scores on the experimental tests did, in effect, resemble one another, but was still quite different from the Oral Bagrut.

c) Relationship between the Experimental and the Oral Bagrut test

The correlations between the OI experimental tests and the Oral Bagrut test, which are based on the same speech style (interviewing) was .63, thus explaining about 40% of the variance. The mutual variance on the Oral Bagrut test and the other tests which tap other speech styles of oral proficiency is even lower, $r^2 = .23$ with the RPL, $r^2 = .29$ with the REP, and $r^2 = .20$ with the GD. It is therefore clear that in spite of the fact that all the tests were tapping oral proficiency, it is probably the different speech styles or the different methods of testing that brought the mutual difference down drastically.

3. Examining the Four Experimental Tests

a) Correlations among the four oral tests

The correlations of the four experimental tests ranged from .60 to .70, i.e. there was 36–49% mutual variance among the tests. The GD had the lowest mutual variance with the other tests, while the OI had the highest.

CONCLUSIONS

Several conclusions can be drawn from the results presented above in relation to the purposes of the research. The first purpose was to develop and experiment with a number of oral proficiency tests which represent a broad range of oral speech styles. These tests were expected to be accurate in terms of their psychometric properties and to evoke positive attitudes on the part of the test takers. The results obtained in this research indicate that the tests discriminated properly between the various levels of oral proficiency and had high inter-rater reliability (although it varied from one test to another). In addition, it can be claimed that by virtue of the fact that they tap a range of speech functions, the four tests, combined, have content validity. The test takers' attitudes to the tests proved to be favorable.

The second purpose of the research was to compare the experimental tests with the existing oral test. The existing test was found to have a restricted distribution of scores, limited variance, and the scores appeared to be inflated (practically nobody failed the test). In contrast, the scores of the experimental tests covered the whole range of the rating scale, the variance was not restricted and the mean scores were more realistic. In other words, while meaningful information was obtained from the experimental tests, the existing test provided hardly any meaningful information. The correlations between the existing test and each one of the four experimental tests were not very high, even when the same speech style was tested.

These findings allow us to conclude that considering the above aspects the experimental tests provide a preferable alternative to the existing oral test.

The third purpose of the research was to find out if and to what extent the relationship between the scores obtained on the four oral tests can provide evidence that the four speech styles are indeed different from a testing point of view. A low relationship could statistically justify the need for separate tests to tap overall oral proficiency. The mutual variance among the four experimental tests was found to be only moderate, thus showing that the four tests indeed tap different aspects of oral proficiency.

IMPLICATIONS

The results of this research lead us to recommend the introduction of a common measure of oral proficiency, which will consist of various speech interactions. Such a test will have strong educational advantages. From the teaching point of view, expanding the number of speaking interactions on an oral test for secondary school students will create positive washback effects on instruction. A test encompassing multiple speech styles will ensure more emphasis on the teaching of oral skills, and within them the teaching of varied oral interactions.

From the student's point of view, it will supply richer training and exposure to a wider range of speaking interactions which are more closely related to the oral language used in real life. In addition, being tested in a number of oral interactions by different testers offers the test-taker more than one opportunity to demonstrate his/her oral competence. A student who may not be successful in an oral interview, for example, will be given a fresh start on another type of oral interaction with a new tester. This will also reduce the level of anxiety involved in oral testing.*

RECOMMENDATIONS

In relation to the results of this research and their implications, we recommend the following:

a. To replace the Oral Bagrut with an oral test which consists of a number of different oral interactions based on different speech-styles.

b. To conduct intensive training courses for potential oral testers in the testing and rating of oral performance. This training should be carried out in in-service workshops accompanied by a tester's guide-book. Only testers who participate in the workshop should be certified to conduct these types of oral tests.

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* A pilot study experimenting with the implementation of the experimental oral tests was conducted with one thousand 3, 4 and 5 point Jewish and Arab Bagrut students. The results of this study proved them to be workable and successful. (See *Report to the Ministry of Education*, Shohamy, Reves, Bejerano, October, 1984).

c. To examine systematically the reliability of these tests with a randomly selected sample.

These recommendations will guarantee the effective implementation of these tests.

FROM RESEARCH TO POLICY

The research reported in this paper demonstrates an example of the connection between research results and actual changes to be introduced into an educational system. Its purpose was to evaluate an existing test and experiment with new tests, which, if found reliable and valid, would replace an existing testing procedure. The results of this research indeed indicate that there are good reasons to recommend the introduction of the new experimental tests.

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COMMENTS ON THE ARTICLE "TESTING OVERALL ORAL PROFICIENCY" BY ELANA SHOHAMY, YAEL BEJERANO AND THEA REVES

by *Raphael Gefen*, Chief Inspector for English

As readers of the JOURNAL will have noted from the pages of this issue, the Project described in the above article has been accepted in principle by the Ministry of Education and Culture, and I would take this opportunity on behalf of the Secondary Education Committee of the Ministry and of the English Inspectorate of congratulating the team on their work and also congratulating the teachers (and pupils) who took part in the research. This is a clear (and perhaps unusual) case of an academically-inspired research project being largely adopted by an educational system and being applied within a very short time in the schools. However, a number of changes have been made by the English Advisory Committee and the English Inspectorate, which are:

1. there is no REPORTAGE element in the new system; it was felt that the pedagogical backwash in class of reading articles etc. in Hebrew or Arabic would have a bad effect on the teaching of English and might lead to too large a portion of the English lesson being spent on reading Hebrew or Arabic;
2. as part of the ORAL INTERVIEW (now renamed INTERACTION), examiners will discuss the READING PROGRAMME (literature, technical articles, etc.) with pupils; the INTERNAL EXAMINATION in the COMPULSORY READING PROGRAMME has accordingly been abolished; since a special mark will be given to this section of the INTERACTION "station", based on the pupil's knowledge of the content of the Reading Programme, the final mark will not be entirely one based on Proficiency only.
3. the use of PICTURES as stimuli will be introduced in the school examination, although it was not part of the experimental project; likewise, the MONOLOGUE ("extended speech") section of the ROLE-PLAY "station" was not included in the experimental project.

OFFICIAL SYLLABUS FOR THE NEW "BATTERY" ORAL BAGRUT

(see Director General's Circular, Ministry of Education and Culture, December 1984)

The following syllabus will come into effect for the Summer 1986 examinations (for schools only; NOT for External examinees and NOT for "Repeat" examinees). Each examinee will be tested at three "stations"; the total test time per examinee will be 20 minutes and the total test score will constitute 20% of the English Bagrut score as a whole. Examinees for all Bagrut levels (3, 4, 5 Points) will sit for this "Battery" test, but compensatory marks ("bonus marks") will be given to 3 and 4 Point examinees. N.B. the Listening Comprehension test is part of the written examination and its mark is 10% of the total mark for the written paper (80% of the total score).

STATION ONE: INTERACTION (7 minutes)

This "station" consists of three activities, of which each examinee will do at least two:

i) discussing a picture (out of a given set known beforehand); this activity is obligatory for 3 Point examinees, but may also be used at the examiner's discretion (e.g. to serve as a stimulus for reticent examinees) as part of activity (ii) below for 4 and 5 Point examinees;

ii) a structured personal interview (examiner-examinee): "free" topics unknown beforehand to the examinee, but always relevant to the examinee (obligatory for all examinees).

iii) discussion about one or two texts (examinees may reject the text first suggested by the examiner) in the Compulsory Reading Programme; the examiner receives in advance the list of texts studied by the examinee and informs the teacher which texts (50% of the programme) he/she will be discussing with the examinees; only for 4 and 5 point examinees.

STATION TWO: ROLE-PLAY (5 minutes)

This "station" consists of two activities, both of which are compulsory:

i) extended speech ("monologue"), uninterrupted, for about two minutes; this "speech" may be based on a picture (from the set) or be a role-play (also based on the pictures); it may also, if so desired, take the form of an examinee giving his/her own views or experiences; this role-play can also take the form of re-telling a story etc. in the Reading Programme from another point of view (see "Examples" below); the topics for this "Extended Speech" are not known beforehand to examinees, but the examiner can ask the examinee what kind of subject he/she is interested in: pictures (from the set available for Station One), newspaper headlines, cartoons, etc. can be used as possible stimuli. Examiners and teachers (of the examinees) will consult beforehand on the general choice of subjects.

ii) role-play, examiner-examinee ("dialogue"), about three minutes; subjects from a given list known beforehand.

STATION THREE: GROUP DISCUSSION (8 minutes)

The examiner sets up groups of four examinees each, on the day of the examination.

The examiner acts as evaluator only, and "intervenes" only if one of the participants is dropping out of the discussion or is monopolizing it. The teacher may also "intervene" similarly. Topics for these group discussions will be taken from a given list, known beforehand to the examinees.

Explanatory Notes

The topics of the "dialogue" role-play and of the group discussion will be known to examinees; the pictures will likewise be familiar to them. As part of the training for all the "stations", teachers will prepare pupils for these parts of the new oral test, but the actual content of each activity will of course be unknown. In other words, the examinee will not known in advance which picture or role-play or discussion topic will be chosen and will not know what the examiner will say as his/her part of the interaction or role-play. Likewise, all four partners in the group discussion will probably not have practised together every topic on the list.

Schools will be told how many pictures, role-play topics and group discussion topics they will have to "prepare", which they will then choose from the Syllabus; they will inform the examiners in due course of their programme.

Two chances will be given examinees for every activity; they are allowed to reject the first topic, picture, roleplay, etc., suggested by the examiner. A second chance will also be given by expanding or re-wording a question if the examinee is perplexed, very hesitant or non-forthcoming. The actual content of the examinee's remarks, opinions etc. will of course not be evaluated, but he/she must speak to the point, relevantly.

The "Guide to the New Oral Examination" by Mrs Hazel Kamron has just been published; the "Guide" contains 60 pictures, 50 "dialogue" role-plays, 30 topics for group discussion, and examples of topics for Extended Speech ("monologue") and for the discussion on the Reading Programme. It also contains the detailed Scales of Marks. As stated above, the dialogues and the group discussions will be taken from these lists, as will the pictures. The "Guide" is available from GOOD TIMES, P.O.B. 3576, Jerusalem (Tel: 02-525353) and from Eric Cohen, 5, Hankin St., Ranana (Tel: 052-31725).

Examples from the Syllabus

ROLE-PLAYING (TWO PERSONS); DISCUSS EACH SITUATION IN CLASS BEFOREHAND; PUPILS TO PREPARE EACH ASSIGNMENT; PUPILS TO PLAY BOTH PARTS IN EACH ROLE-PLAY.

1. A mother angrily scolds her daughter/son for coming home so late at night; the daughter/son gives reasons.

2. A pop-star fan begs the doorkeeper to let him/her in, having lost his/her ticket; the doorkeeper explains why it is impossible.
3. A son/daughter tries to convince his/her parent that the end-of-the-year school report is unfair and all the teachers are against him/her; the parent tends to believe the teachers.
4. A traffic policeman or policewoman stops a young driver for speeding when he/she is driving his/her father's car; the driver tries to persuade the policeman/woman to let him/her off.
5. Two friends discuss a film; they disagree about it.

TOPICS FOR GROUP DISCUSSION (to be discussed in *varied* groups in class beforehand as groupwork)

1. Crime — how should criminals be punished? Should a murderer be executed? Should a drunken driver be sent to prison or to work in a hospital for the disabled? Do we punish criminals to protect society or because they deserve to be punished?
2. Is it right that animals should be experimented on to find medical cures and treatment?
3. Should Members of the Knesset have parliamentary immunity?
4. Does Television stimulate reading or does it do just the opposite?
5. Prejudice keeps women out of high-ranking jobs.

EXTENDED SPEECH (MONOLOGUE)

N.B. The following are examples only; there is no "syllabus" of monologues as there is for Role-Playing and Group Discussions.

1. You are Eveline's father in the story of that name by James Joyce; tell the story from your point of view.
2. You are a witness at the scene of an accident; tell the police what happened.
3. You are the secretary in a Travel Agency; explain to a new secretary the workings of the office.
4. Describe the various uses of computers.
5. Compare the processes of immigrant absorption in the early days of the State and today (= pictures in the set provided)).

THE NEW ORAL PROFICIENCY EXAM: A SCHOOL REPORT

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Oral proficiency is one of the goals of teaching English as a foreign language in Israel. The student's oral performance has traditionally been tested by an oral interview in which a tester interviews each student individually and assesses his performance.

This method has recently come under attack for several reasons: 1) it has a "low inter-rater reliability" (Shohamy, Reves, Bejerano, Feb. 1984), 2) it represents a narrow domain of "oral performance" in not allowing for various types of speech styles which the student will be likely to need and use, 3) the scores all seem to fall within a very narrow range, unlike the distribution of the scores on the written exam, meaning that statistically the oral exam is not able to discriminate between various levels of performance.

These criticisms led a team of investigators to study an alternative to the oral interview. It has devised a battery of four tests; the reporting task, oral-interview, role-play and group discussion, which together greatly enlarge the scope of the student's performance encompassing a far greater variety of speech styles.

This paper will discuss this new examination, look at the results of those tested at our high school "Makif Hasharon" and focus on the implications that these types of tests will have in the classroom.

The Examination

Six classes were selected at random to be tested both at school and at Tel-Aviv University. Upon arriving at the appointed hour each pupil was given a number and a schedule telling him which room to enter. Each test lasted ten minutes and then he continued to the next test and tester. This rotation continued until the pupil finished all four tests.

When planning the same battery of tests at "Makif Hasharon" we tried to follow the university format as much as possible. The main changes were that each pupil underwent three tests instead of the four in the university. Also, some pupils had one tester while the majority had a different tester for each test. Another change was that only three classes took part in the group discussion because of the teachers' preference for the other three tests.

Results

In looking at the results of the students from "Makif Hasharon" who participated in the experiment, a few things worth mentioning stand out:

1. In 61% of the cases, the grade given at the school was higher than that given at the University — 41% higher by one point and 20% by two points. In only 7% of the cases was the University grade higher.

What are the reasons for such consistent differences between the scores at the University and those at the school? One of the criticisms of the traditional oral interview exam mentioned in the introduction was that of low inter-rater reliability, but this experiment cannot possibly test that, as two testers did not examine the same particular performance and give two independent ratings which could then be compared.

Another factor that could have influenced the higher grades at the school is the order of presentation. All the participants took the exam at the University prior to being tested at school. This familiarity with the testing situation could conceivably affect the second performance. Perhaps it would have been better to take half to be tested first at the University and the other half to be tested first at the school. In that way, the order of presentation of the test could be eliminated as a variable.

A third factor could be the training of the testers in both situations. Were the testers equally trained and experienced at the University and at the school?

SCORES OF ALL PARTICIPANTS

389 pupils   387 tested in school   122 tested at University

	Mark	Number	Percent
SCHOOL			
	10	64	16.5
	9	65	16.7
	8	102	26.3
	7	103	26.6
	6	45	11.6
	5	7	1.8
	4	1	0.2
UNIVERSITY			
	10	2	1.6
	9	21	17.2
	8	34	27.8
	7	32	26.2
	6	27	22.1
	5	6	4.9
	4	0	-

2. A second thing that stands out is the range of scores. Again, one of the criticisms of the traditional exam as mentioned in the introduction was that of a narrow range of grades — hardly anyone ever failed the oral interview. According to the results of those tested at "Makif Hasharon", 2% failed while 33% received scores of nine and ten. Of those tested at the University, 19% received scores of nine or ten, while 5% failed.

Having a very limited amount of the data at our disposal, we feel neither qualified nor justified in recommending the implementation of these new types of examinations as an alternative to the traditional oral proficiency exam. We do, however, recommend it for the emphasis that it will place on the teaching of communicative skills that have been grossly neglected until now. Assuming that it will in fact be instituted, we would like to discuss the implications of such a change.

Implications

There is little doubt that the institution of these four types of tests will have an effect on the methods employed by high school teachers in their classrooms. Preparing students for this battery of tests requires a marked increase in oral performance activities. Some of the activities which help develop these communicative skills are the following:

Role-Play

While it may be true that being given the opportunity often to express oneself orally enhances one's communication skills, we feel that this is not in itself sufficient preparation for the skills our pupils will need. In other words, simply giving them role-play situations to be acted out, although helpful, is not enough. It certainly assists fluency, but as we have repeatedly noticed, it hardly seems to affect accuracy; our pupils repeat the same grammatical mistakes. A solution we found effective was the use of role-play in conjunction with the emphasizing of a certain grammatical point. In this way pupils' conversations have an element of structure. The following is an example of such a lesson teaching conditional clauses.

After teaching the chapter about children divorcing their parents (R.I.C.H.), the teacher might introduce the Conditional. The teacher should explain the three forms of the Conditional (frontal lesson), have the students exercise the new structures and as homework might ask the pupils to write a role-play named "What happens if...?". The teacher should be extremely clear about the goal of the activity. The students should keep in mind that not only a situation is involved, but a new grammatical structure as well.

—————— A 17-year-old daughter comes home and tells her parents that she wants to leave home in order to share an apartment with a friend:

Daughter: I have decided to leave home.
Mother: Why?
Daughter: Because I can't stand this crowded, noisy place any longer.
Mother: What happens if we don't allow it?
Daughter: I will insist.
Mother: How can you live on your own if you don't earn a living?
Daughter: If I study in the evenings I can work in the morning.

The student who comes out to the front of the class invites a partner and acts it out. It can be done in pairs as well.

The teacher should note the mistakes and devote time to work on mistakes.

In doing role-play it is important, of course, to A) find situations that are either relevant to the lives of the pupils or with which they are able to identify and B) keep the pace a fairly quick one, as conversations often "fizzle out". It is for this second reason that we find it helpful to reverse roles or alter the original situation mid-stream, as it were. In doing this, not only is the converstion kept alive, but a change in speech styles is introduced. For example, the teacher can change the ages, background, and/or sex of the participant. This inevitably leads to a significant alteration of the original conversation, calling attention to the differences between various combinations of speakers: older to younger, higher status to lower, etc. This exercise often leads to discussions of appropriateness of certain speech, heightening the awareness of the students to situations/nuances that they will undoubtedly need in their future, and greatly increasing their scope of communicative skills.

Another possibility is to incorporate the Literature programme into this task, asking the pupils to invent conversations between certain characters either from the same story/play or from different ones. Some examples are: Eveline goes to Joe Keller to ask his advice about leaving; Ann and Eveline converse about Ann's problem with her father should she decide to marry Chris after knowing the truth; George and Steve at the prison — a conversation we never hear; James Baldwin talks to his nephew ten years later. Obviously, there are countless possibilities here.

Reporting Task

Another possibility for oral practice can be effectively accomplished by using the reporting task. The use of the jigsaw technique lends itself very nicely to this task.

A topic should be presented first by the teacher so that she can introduce and elicit the appropriate vocabulary. Once the vocabulary has been introduced, the articles incorporating these words can be distributed to the various groups. This enables the pupils to use the new and necessary vocabulary in their reporting task.

The class is divided into, say, six groups of six apiece. Each group is given an article in Hebrew about the topic previously discussed to read and to summarize together in English using the new vocabulary. It is helpful to write a short precis of the article, also in English. The groups then redivide so that each person in the original group is now in a separate group to which he alone presents his article. The group, then, is dependent upon him for the content of the article. Each pupil then presents his own article to this new group as the others listen attentively so that they will, when the time comes, be able to pass the short True/False quiz that will be based on the content of all six articles. This does require some effort and preparation on the part of the teacher, but not only is each and every pupil given a chance to report, but the others are practicing listening as well.

Other opportunities to report come from giving the student the freedom to choose their own articles at home and to prepare them to present to the class. This could lessen the anxiety as the pupil has already rehearsed prior to the presentation. Using this as preparation, he could eventually be asked to report more spontaneously. Or, each group could be given the same article and one would have to volunteer from each group to present it. In this way, the group prepares the presentation, helping the pupil with any necessary vocabulary, ideas, etc., but one of the six actually presents it. The teacher could also choose which one presents it. This way, each would have to prepare as if he were presenting it but only one will actually present it. This task does not have to confine itself to reporting of articles. Books, movies, concerts, events, trips, all lend themselves to the reporting task in which the pupil must pass on information he knows to someone else. Eventually they reach a stage where they will have enough self-assurance and ability to read and report immediately as required on the test. With these types of lessons we feel that the teacher is not merely exercising the oral performance of his pupils, but building their oral proficiency.

Oral Interview & Group discussion

Similar techniques can also be used in preparing pupils for their oral interview and group discussion tests. In the latter, for example, groups of pupils could discuss topics, the vocabulary of which they have been prepared for. These discussions can also be geared to exercise a certain grammatical point. It is important to both teach and reinforce these new structures, as well as to simply practice speaking. In other words, both accuracy and fluency should be incorporated into these activities.

Similarly, the oral interview can become part of a role-play reducing the need for the teacher to sit with each pupil individually asking the traditional role questions previously asked. Here, again, certain structures and vocabulary can be learned and practiced.

Conclusion

It is our hope that this battery of tests will in fact become a replacement for the existing oral proficiency exam. Should that be the case, we feel it is important for teachers to allot a much larger percentage of class time to oral activities. This time should be used to build and develop their communicative skills using the activities described here in addition to giving the pupils many more opportunities to speak.

USING THE NEW "BATTERY" ORAL TEST IN UMM-EL-FAHM SECONDARY SCHOOL

by *Mahajna Salah*

My school took part in the experimental programme for the "Battery" Oral Bagrut, under the overall guidance of Dr Thea Reves and with the firm encouragement of the Principal of the school. It was a difficult task that we set ourselves, because the general standard of English language performance in Arab schools is relatively low; I would stress the point that oral expression is very weak in Arab schools and needs continuous practice and careful nurturing.

Although the idea of taking part in the experiment was very attractive, it was clear from the beginning that certain difficulties, psychological as well as technical, were bound to arise. Not only were our pupils, like other Arab pupils, weak in oral expression, but our school was on strike for more than five weeks!

The conventional method — the interview test — is boring for the tester because he has to repeat monotonous questions time and time again. It is very difficult for him to ask every pupil different questions. Moreover, this method leads to a subjective evaluation of the pupils' performance. This particular experiment looked for ways to test the pupils' performance and skills more objectively and with greater validity.

This "Battery" experiment, the components of which are the Interview, the Group Discussion, the Role-Play, and the Reportage, was applied to pupils from different schools and from different religions, views, personal and social backgrounds. As it is said — "Variety is the spice of life" and this variety of test types will certainly be able to motivate the pupils to have a greater interest in English by providing real speaking situations and creating immediate environments for talking.

The four types mentioned above are all "real", but the monotony involved in the interview test makes this section less real and more artificial. In the group discussion test, the participants have to interact with others, exchange ideas with them and convince or be convinced by them. Since we test what we teach and teach what we test, the educational benefits from this type of test are invaluable, besides the linguistic and communicative values. Our pupils will thereby learn the unwritten laws of civilized conversation and acceptable behavioural patterns.

In the "Reportage" test, the pupil is required to "help" the tester understand a newspaper article written in the mother-tongue; here, the pupil is the "stronger" element in the dialogue, as distinct from the regular interview-type test.

These four tests together take a long time, which means that the pupil has a great deal of exposure to English and the testers are able to evaluate him with much greater objectivity.

All the tests in this "Battery" are essential in order to provide pupils with a wide variety of opportunities to develop their fluency and confidence in spoken English. Learners seek opportunities to use the language. In addition to establishing the kind of classroom climate in which pupils are eager to speak and are motivated by creative teaching, teachers can also facilitate communication between pupils in the classroom — and the above techniques are a good way to accomplish this goal.

The testers themselves feel that they are not "carrying the fate of the pupils" in their hands: the pupil is given more opportunities and wider choices through which he can express himself more fluently and more efficiently.

Being Tested at Tel-Aviv University

Before describing the test itself, given at the University, I must point out that our pupils found it difficult to come to a Jewish city and to a university in order to have a test in English. It was particularly difficult because the language laboratory format at the university was totally different from the learning and testing situation in their own school in the village. English has been a serious problem for our pupils for many years and in addition pupils were also afraid of being tested by non-Arabic-speaking examiners. I must also mention that the pupils had not been trained sufficiently owing to the strike.

At first, the pupils had a conversation in Hebrew with the examiner before they were tested in English. They were more self-confient in Hebrew than they were in English and made fewer mistakes. However, the girls did not perform in Hebrew as adequately as did the boys — boys in Arab society have greater contact with Jewish communities.

Many pupils told me afterwards that they had felt quite relaxed and sometimes even forgot that they were being examined. There were even some who claimed that they had enjoyed the oral test! I never heard pupils say things like that in previous years! They used to sit facing the examiner pale and shaking, almost paralyzed.

The group discussion was extremely successful and led to genuine discussion and communication. Incidentally, no domination of one participant over the others in the group was noticeable: the four partners took equal parts in the discussion. However, most pupils expressed the opinion that topics related to Arab culture, history and civilization would be the most appropriate ones for discussion. It is interesting to note that there was some Hebrew interference: pupils occasionally used Hebrew words, perhaps because both English and Hebrew are foreign languages to them, with their having more command of Hebrew.

The Role-Play type was not easy for our pupils. Even though the topics were familiar (e.g. the bridegroom wants a small wedding party, his mother wants a big one), they could not act out a role and speak a foreign language at the same time.

The final section, Reportage, was easy for them and they liked doing it. Although they were required merely to give a summary of what they had been reading, many at first attempted a full translation from Arabic to English.

On the whole, we felt that our pupils did quite well, although they had not been fully prepared. The pupils liked the new techniques, and we witnessed pupils talking freely — and that is the main achievement. However, the pupils seemed to want more "Arab" topics rather than universal ones.

Test Results

The grades given by the examiners matched the teachers' expectations and were consistent with the teachers' own assessments. 60 pupils from our school were examined by different testers. Very few received high marks, but the majority received satisfactory marks. The pupils' school marks were relatively high in comparison with the marks received in this test. So we teachers found that there was not a high correlation between the pupils' school marks in English and the marks they received in this test.

On balance, the new oral tests, in my opinion, have proved to be more practical and objective. Our pupils really enjoyed this test very much. I hope that all Israeli pupils will enjoy this test too and be given the opportunity to practise all these types of the oral examination.

TEACHING LISTENING COMPREHENSION IN SCHOOLS

by *Raphael Gefen*

Listening Comprehension is undoubtedly a vital element in communication and every textbook or course should be multi-media in form, including the provision of extensive Listening activities (e.g. accompanying cassettes); however, few teachers at the moment treat Listening Comprehension as a discrete skill, i.e. one which should be fostered not only in conjunction with the other language skills of speaking, reading and writing but also independently, separate from these other skills. Thus, many teachers do "Listen and Read" (books open while someone reads a story or chapter to the class), but this is essentially part of Reading Comprehension; they may focus on "Look and Listen" or "Listen and Watch" (film, telecast, "live" play, or even describing a visible picture), but much of the learning here is through the visual sense, not the aural. There is nothing wrong with "Listen and Read" or "Listen and Watch", but we need more genuine "pure" Listening Comprehension, such as is required when listening to the radio or the tape-recorder; even listening to a "live" speaker involves an element of paralinguistic communication (gestures etc.) and is therefore not "pure" listening.

Yet most teachers lump together Listening and Speaking as "oral work", although these same teachers would not consider Reading and Writing as one skill: basically, there is as much distinction between Listening and Speaking as between Reading and Writing. In fact, it is often very useful to group together Reading Comprehension and Listening Comprehension as "Comprehension Skills" to be contrasted with Speaking and Writing as "Production Skills", instead of the current practice of grouping Listening and Speaking on the one hand and Reading and Writing on the other.

In addition to its validity as a vital skill of communication, Listening Comprehension has a further role to play in a strictly Learning function. "Good hearers make better speakers" is a well-known saying in our profession. The more Listening Comprehension work is done, the richer the contextualized recognition vocabulary becomes (which then fuels the active vocabulary of the learner), the fewer the errors that are made in speech and writing (and so the less need for correction by teachers), the more relaxed the learner is (freed from the anxiety involved in always having to *produce* language) and the easier he will be able to focus on the meaning, form and use of the linguistic items he is learning.

Naturally, all Listening Comprehension work in the classroom should be "active listening" ("interpretation" rather than mere "comprehension"), which means not only understanding but also responding to oral communication — including following directions on a map, note-taking, identifying pictures from oral descriptions etc.

Finally, as the skill most closely associated with Speaking, we can view Listening Comprehension activities as part of the move to see Language Learning in a much broader perspective than we find in the many schools which are too heavily book-orientated. Some teachers cannot keep away from the textbook for more than a few minutes and their pupils soon get lost in any oral-aural situation. Listening Comprehension activities are an enjoyable and at the same time intellectually challenging way to "open up" the whole area of speech work. In fact, language courses in the U.S.A. begin their programmes with an intensive and exclusive course of Listening Comprehension: these courses seem to be aimed primarily at adult learners, since I cannot imagine children having the patience to concentrate on Listening to the exclusion of all other learning activities. I refer in particular to the course "The Learnables" by Winitz and to the articles by Postovsky ("Why Not Start Speaking Late?") and Gary ("Caution: Talking May Be Dangerous to Your Linguistic Health"), which have in effect replaced the now traditional "Oral" approach in favour of an "Aural" one. The above article by J and N Gary (International Review of Applied Linguistics, 19/1, 1981) argues in favour of delaying oral production on the following grounds: (i) cognitive — having to focus simultaneously on speaking and listening distracts the learner from his main objective of understanding the language underlying what he is learning; it is best to concentrate on one skill at a time; (ii) affective — it is traumatic for many learners to try to produce language before they are ready (i.e. there is less tension if there is no need to speak); (iii) efficiency — there is more exposure to the language via Listening activities and more scope for individualized learning; (iv) communicative — Listening Comprehension is inherently communicative, especially if the message is of interest to the learner, whereas much oral work in class tends to be mechanical and manipulative; (v) media capability (i.e. technical equipment) — Listening materials are the most suitable for tape recorders, language laboratories etc. other language learning activities (oral production) are not really suitable for tape recorders etc.; (vi) utility — learners used to this "receptive approach" are more able to continue their learning alone. The article claims that research has indicated that learners who are *not* required to speak in the very beginning stages make better progress in all four skills (including speech) later. Stephen Krashen and Tracy Terrell ("The Natural Approach: Language Acquisition in the Classroom") stress natural "acquisition" as against conscious "learning" and state that acquisition is via "comprehensible input" — "acquisition is based primarily on what we hear and understand not what we say"— and so favour a"silent period" of Listening activities.

Models of the Listening Process

In my opinion, the best treatment of the subject of Listening Comprehension is the relevant chapter in Professor Wilga Rivers' "A Practical Guide to Teaching English as a Foreign Language" (Oxford University Press). In this chapter, she sums up the then current research (1978) and outlines three "Models of the Listening Process", which are:

1. The Role of Uncertainty and Redundancy
2. The Active Processing of a Message
3. Strategies of Perceptual Segmentation.

Wilga Rivers and co-author Mary Temperley stress that the two aims of teaching Listening Comprehension are to enable the learner:

a) to concentrate on the message not on the code (while still requiring a knowledge of the code — syntax, vocabulary, phonology);

b) to distinguish the message from "noise" (in the particular meaning of "noise" in Communication Theory, which means not merely "interference from outside" but also redundancies and all irrelevant material). "Redundancies" include the various cliches and formulas (tag questions, expressions like 'as you know" or "I mean") and repetitions (either the same words given again or repeating the same message in different words).

The Role of Uncertainty and Redundancy (based on Cherry's Theory of Communication)

Every spoken message contains a number of different "uncertainties" — those of *sounds* (unclear pronunciation) and *accents* (think of the over 90 different dialects of English English, to which one can various American, Scottish, Irish, Welsh, Australian, Canadian, South African varieties as well as the many forms of English from other countries now that English is truly an international language); those of *lexis* and *syntax* (unfamiliar vocabulary or special meanings to familiar vocabulary; the informal spoken language's non-use of many of the grammar rules of the written language, including using the declarative form for asking questions instead of the interrogative); those of the *environment* (street noises, background chatter, etc.); and finally those of *"recognition"* (i.e. one's familiarity with the speaker, shared experiences and assumptions, knowledge of the subject-matter spoken about).

However, as Professor Cherry points out, *despite these uncertainties* "speech communication works. It is so structured as to possess redundancy at a variety of levels, to assist the listener in overcoming these uncertainties." In other words, the various repetitions, pauses, formulas etc. of speech help the listener cope with the message. These redundancies of speech are an aid to Listening Comprehension; without them, the message is too dense.

The implications of this model for classwork are clear: Listening materials *must* contain redundancies. When a teacher tells the class a story, he/she should not merely read out from a story book but should add and embellish, repeat and paraphrase, even if the results (e.g. repetition of the Subject of a sentence if there is a longish stream of subordinate clauses before coming to the main verb) are not strictly grammatical according to the rules of the written language. This is the trouble with many lectures and radio talks — they are really "spoken prose", written materials read out from paper, not containing redundancies and so very hard to understand aurally. Understanding the spoken word is not the same as reading a newspaper article or a chapter in a textbook, or even fiction.

The Active Processing of a Message (with reference to the work of the psychologist Neisser)

Professor Rivers refers to this "active processing of a message" as the "stages of perception" — the listener perceives that what he or she is hearing is genuinely a message and not just accidental noise. In order to develop the pupil's abilities in listening perception, many teachers and course-writers advocate a "pre-vocal" period — see the remarks above about Winitz, Postovsky and Gary. In this "pre-vocal" period, the learner just listens and listens without being called upon to speak at all. This stage of prolonged listening as an introduction to language learning can of course be taken to extremes: some university teachers abroad sit students in front of tape-recorders to listen to a foreign language with which they are totally unfamiliar — their task is to analyze the phonology, including intonation and the perception of phonological boundaries (sentences, etc.). This purely phonological perception demands such a high degree of academic devotion and perseverance that it is totally impractical in school — and also undesirable, because it is meaningless (a central principle of language learning is to ensure that each and every learning activity be meaningful), fatiguing and demotivating. However, the essential point should be taken, as indicated at the beginning of this article — expose the pupils to an enormous amount of Listening Comprehension (as long as it is meaningful), with little oral or written production: anecdotes, stories, songs etc., sometimes purely aural and sometimes accompanied by visual stimuli (pictures, television, realia). These activities allow the new material to "sink in", to be perceived and absorbed, all of which being important not only for their own sake but also as a prelude to more fluent and more accurate productive linguistic activity.

Three stages of "active processing" are involved in Listening Comprehension:

phonological, syntactic and semantic-contextual. Phonologically, the listener has to be able to decipher the intonational pattern as that of a message (sentence and clause boundaries, interrogative patterns, emphasis, sometimes nuances of irony, etc., etc.). A second stage (but all the stages are synchronic — the listener does not proceed from one stage to another) is syntactic — the listener imposes a structure on what he hears and in this way understands the grammatical features of the message, insofar as his/her knowledge of grammar allows. A useful exercise in structural processing is the *dictation*. Gone are the days when authorities like Fries and Harris in the U.S.A. rejected the dictation as a teaching and testing device, but even today too many teachers see the dictation as a spelling test only. In my view, the *least* valuable aspect of the dictation is its use as a spelling test; instead, its main value is as a Listening Comprehension exercise and as a means of memorizing dialogues, sentence patterns, vocabulary etc. in a form that pupils like doing. Generally speaking, the dictation passage should be based on familiar material and given in the form of a connected passage (but the actual passage should not be set beforehand to be memorized), and not as a list of uncontextualized words. A dictation stressing Listening Comprehension at an advanced level would give no help in punctuation, thus obliging pupils to decide, on the basis of intonation and grammar, where to indicate word, phrase, clause and sentence boundaries and where to write in capital letters, full stops, question-marks etc. (not commas or semi-colons — these are too idiosyncratic).

The third stage (but also synchronic with the first and second) dealt with in detail by Rivers and Temperley is that of "recirculating, selecting and recording for storage". In other words, the listener will relate the heard material to earlier and later segments, will select at the end which information he finds relevant to his/her purpose and therefore to be retained, and will then "record this selection for long-term memory storage".

This is of course the most important aspect of Listening Comprehension and teachers are well aware of the poor memory of so many pupils, the rapid process of forgetting and the inability to relate items to one another — much more important in Listening Comprehension than in Reading Comprehension, where the reader can always refer back to earlier data on the printed page. Weaker pupils, when faced with a large number of new words etc., tend to forget everything, even those elements of the message that they do know: "the load on their short-term memory is too heavy" (Rivers and Temperley). Another very common problem is that of remembering the unimportant details, not what the teacher wants the pupil to remember (e.g. the main points of the spoken text).

Useful means of combatting these tendencies include that time-honoured technique developed by Michael West in the 1930's for Reading Comprehension — to provide the pupil with *BEFORE-QUESTIONS*, which will help him/her to focus attention on what to listen for; these questions should be given in writing, in order not to overburden the listener's short-term memory by having to remember the questions as well as the answers. These Before-Questions should test only "global listening" (i.e. the main points). Likewise, the *AFTER-QUESTIONS* should also ask general questions about the passage but should also deal with *important* details (never with unimportant ones, irrelevant to the theme of the passage). All these steps help the teacher train pupils to remember what is worth remembering. Multiple-Choice questions (AFTER, not BEFORE) also help to prod the memory, if the distractors are well-constructed. Texts for beginners can use pictures as stimuli for drilling and testing comprehension.

Moreover, pupils should be allowed to listen to a tape as often as they wish to, unless it is a testing situation, when it is probably advisable to limit the number of exposures. For most pupils (not all), the more frequently they listen to a text the easier it becomes and the better comprehended; this is of course a reflection of the importance of repetition in language learning in general. This is also a justification for the extensive use of tape-recorders in class: not only does the machine force pupils to focus on the aural skill exclusively (the paralinguistic gestures, facial expressions etc. of the teacher act as visual aids and are not always desirable); it also reduces teacher fatigue and enables him/her to wander around the class and see what is going on instead of having continuously to perform. In many schools, pupils bring their own tape-recorders to school, record from a master tape, and so are able to undertake individualized or group learning activities in a very effective manner.

Finally, we should all realise that Listening Comprehension is also a problem in mother-tongue learning and use. Researchers agree that many people's Listening Comprehension is far below capacity in their mother-tongue, partly due possibly to our dependence on reading and to the decline in radio listening in favour of television; some would argue that we cannot expect better performance in Foreign-Language listening than in Mother-Tongue listening, others claim that precisely because it is a foreign language and so recognized as "difficult", requiring close attention, pupils might attain a higher degree of Listening Comprehension in the foreign language than in the mother tongue! At all events, teachers should realise the difficulties in Listening Comprehension work.

Strategies of Perceptual Segmentation (Bever, I.M. Schlesinger)
This third model of Listening Comprehension presented by Professor Rivers deals with the local analysis (segmentation) of the message — the meaning of the message. Two schools of thought are involved here: syntactic and semantic. The syntactic school (Bever) claims that the listener analyses the message grammatically (actor-action-object or main clause-subordinate clause); the semantic school (Schlesinger) argues that the

first "attack" is by combining logically the lexical items. One reverts to syntactic segmentation of, for example, Subject-Verb-Object only if this lexical-semantic approach is an insufficient key — this is why the Active Voice is more readily understood than the Passive, which lexically "misleads" the listener. In other words, Schlesinger's model claims that listeners rely on semantic patterning first, grammatical patterning second.

Probably most teachers (and learners) identify with Schlesinger: the pedagogical applications are twofold —

1. teach vocabulary — pupils with an extensive vocabulary succeed better in Listening Comprehension work, because of that rich lexical inventory;
2. build up in pupils a large *aural recognition* vocabulary; make sure that they *hear* all the words they meet, even if they are meant for recognition purposes primarily; pronounce the new words instead of leaving them on the printed page only, give dictations frequently, have pupils become familiar with word families (especially where derived forms exhibit pronunciation changes), etc.

In general, vocabulary teaching is now become popular again with teachers; and this model of Listening Comprehension gives further principled justification for extensive vocabulary teaching, alongside grammar teaching.

Classroom Techniques for Listening Comprehension

Listening Comprehension is done from the very first lesson in the beginners' class. Some techniques for beginners were listed at the beginning of this article — LISTEN, LOOK AND LISTEN (voice and picture), LISTEN AND DO, READ AND LISTEN (teacher voice and open text — after pupils know how to read of course), LISTEN AND REPEAT — beginners should do a great deal of repetition work in all the skills (mimicry-memorization), which in this context of Listening Comprehension "prolongs the auditory image" (Rivers), because it gives pupils time to decode the message and readjust their interpretation of it.

At the same time, this exposure to Listening materials should be graded and structured: beginners and intermediate classes should listen to material which in general is already familiar; where some material is unfamiliar (more advanced level) the familiar items become the basis for the "contextual guessing" of the meaning of the new items.

Listening Comprehension also involves the identification of sounds (e.g. minimal pairs of phonemes), where possible in the form of games and quizzes. Comprehension exercises can come in different forms — oral questions with oral answers, oral questions with written answers, written questions with written answers, written questions with oral answers, or pupil composition (e.g. summarizing the text in writing).

Some of these exercises involve oral or written production—teachers should make sure that the demands for oral or written production are LESS than (i.e. easier language required) the demands for Listening Comprehension. In general, multiple-choice questions are best insofar as they do not test written expression, although they necessarily test reading comprehension (of the question and the distractors). Once again, I refer readers to Professor Rivers' "A Practical Guide to the Teaching of English", which catalogues a very large number of Listening activities in class, at different levels.

Listening Comprehension should *always* be used in teaching poetry and drama — they should never be reading experiences only for the pupil; most short stories of literary merit benefit from being listened to as well as read. News items, commentaries, conversations, lectures, anecdotes, political speeches — all are invaluable material for advanced Listening activities. Informal styles, dialects, registers, styles (including irony and even demagogy) should all be part of Listening materials for advanced learners.

Finally, all pupils feel that Listening Comprehension is one of the most enjoyable aspects of foreign language learning, as long as it is accompanied by a feeling of success of course: "everybody loves a story". Listening Comprehension is not a skill for beginners only, as it tends to be nowadays — in fact, many researchers believe that secondary pupils comprehend aurally less well than primary pupils do, *relatively speaking*. For this reason, the tendency to provide Listening Comprehension cassettes to accompany textbooks at the more advanced level is a step to be welcomed and encouraged. Likewise, the Listening Comprehension component of the Bagrut examination is a very popular part of the examination, seen by pupils to be valid and fair; ideas for extending and/or changing the existing style of the examination (multiple-choice questions on a lecturette or conversation) would be welcome.

LISTENING COMPREHENSION

A review of material available to English teachers in Israel

by *Pinchas Bechler*, English Inspectorate

With the development of a more functional-notional approach in the teaching and learning of English as a foreign language, teachers have begun to realize that listening comprehension, as a basic skill, can no longer develop and depend only on language exposure in or out of the classroom. On the contrary, a comprehensive and systematic teaching methodology must be employed and can be most effective. "Understanding foreign speech is a complex activity involving a large number of different skills and abilities. It follows from this that classroom listening is also complex and that no one type of exercise — nor two, nor half a dozen — can possibly satisfy the needs of most foreign-language students.... Moreover, listening should be practised very frequently" (Penny Ur, *Teaching Listening Comprehension*, 1984, p. 33). No longer can it be accepted that when training pupils in listening comprehension it is sufficient to read a simple text to pupils or play back recorded material and then evaluate comprehension by means of multiple-choice exercises. Exercises in comprehension have to be more 'authentic' — real life-type situations — and as a result, more sophisticated in style. Various means of evaluation have been developed in recent years and the 'task-orientated' ones are among the most popular, probably because the tasks required to be carried out parallel the listening material rather than rely on memory. Furthermore, they give the learner a feeling that he is dealing with real, authentic situations which awaken both interest and motivation. It follows that a systematic 'sub-methodology' (if one may use this term) is necessary which will train the language learner, from the earliest stages in language learning, by means of clear, systematic classroom management and techniques, in both listening and varied responses.

The following is a brief review of some of the materials available today in Israel. Not all such material has been included and teachers are invited to submit any suggestions of materials not included in the list which they have found useful. Many texts published abroad can serve as excellent source material and provide good ideas for teachers but are not necessarily suitable as classroom textbooks.

1. *Teaching Listening Comprehension*, 1984, by Penny Ur, Cambridge University Press.

Part I of the book deals with such topics as: real-life listening, listening to English as a foreign-language and planning exercises. This section is both a theoretical examination of various aspects of listening comprehension teaching as well as a practical approach to the difficulties and problems facing the language learner and important for teachers to be aware of and take into consideration when planning listening activities for their classes. Part II, called: "Suggestions for Classroom Activities" consists of two sub-sections: Listening for Perception and Listening for Comprehension. The book is a useful practical guide for language teachers who are teaching in elementary schools or high schools. The author bases many of her suggestions on activities which she has tried out in the Israeli school system.

2. *Before Book One*, 1982, by John R. Boyd and Mary Ann Boyd, Regents P. Co.

The book is based "on the philosophy that the ability to listen to the sounds of English, comprehend them and comprehend non-verbally is a prerequisite to mastering oral communication skills." The book is useful for review in sound differentiation for beginners. The pupils' book contains a collection of clear visuals and the Teacher's Guide has precise methodological instructions.

3. *Are You Listening?*, 1980, by Wendy Scott, Oxford U. Press

A very popular text that introduces the techniques of "Task Listening" where pupils are required to "solve problems, follow instructions or put pictures together." Very suitable for 7th and 8th grade pupils. The pupils' book consists of 42 activities based on very clear black-and-white line drawings and the topics are interesting and motivating. A useful textbook for classroom teaching.

4. *Let's Listen*, 1980, by John Mc Clintoch and Borje Stern, Heinemann, Stages I and II

Stage I is designed for elementary pupils, whilst Stage II is suitable for more advanced ones. The exercises are picture-related and based on task completion. There are also multiple-choice exercises.

5. *Listening Comprehension*, 1974, by Donn Byrne & Gordon Walsh, Longman Book II

Book II is designed for aural comprehension and each exercise consists of a short listening passage followed by multiple-choice exercises. Suitable for 9th–12th grades.

6. *Active listening*, 1984, by R.R. Jordan, Collins ELT.

The first part of the book is devoted to sound differentiation exercises, intonation and stress patterns. The second part of the book provides activities in a variety of task listening exercises based on 'authentic' contexts and illustrations. Most of the exercises are suitable for 8th to 10th grades and of course for weaker pupils in higher grades.

7. *Communication Practice*, 1975, by Frank Chaplen, Oxford U.P.

Each of the ten units begins with a listening exercise of the narrative style followed by multiple-choice questions and further exercises for oral practice. Suitable for 11th–12th grades.

8. *Dramatic Monologues for Listening Comprehension*, 1980, by Colin Mortimer, Cambridge U. Press

"Each monologue presents a character who addresses listeners in a particular situation." The monologues are meant to develop intelligent listening and interpretation. Suitable for 11th and 12th grades.

9. *Focus Listening*, 1981, by Frances Todd, Macmillan.

The book consists of 15 units, each with a listening comprehension exercise based on the completion of related maps, diagrams or tables and grids. Each listening task is followed by written work and oral practice. Suitable for 9th–10th grades as well as upper grades. Some of the listening exercises are dialogues.

10. *Stop, Look and Listen*, 1983, by Will Capel & Tony Garside, Hodder and Stoughton

Written for young adults whose English level is elementary to early intermediate. It contains a variety of listening tasks dealing with such topics as work, sport, the cinema, travel and several others. Suitable for 9th–10th grades.

11. *Making Sense*, 1983, by Rosemary Aitken, Thomas Nelson

The text presents eleven different situations which pupils are asked to solve by understanding, recalling and using information. The listening texts are simple and short dialogues and the level of English is elementary but the activities motivating. Suitable for 7th to 9th grades.

12. *First Certificate Listening and Speaking*, 1984, by Panos Mazarakis, Oxford U. Press

There are 15 sections in the book each of which has three separate listening comprehension exercises. Most of the exercises are based on simple tasks and about a third of them are multiple choice questions. However, all the 45 listening texts are dialogues and their content of very practical interest. The book also has follow-up exercises to develop the interview type of test. Suitable for 10th to 12th grades.

13. *New First Certificate English — Listening Comprehension and Interview*, 1984, by W.S. Fowler, J. Pidcock and R. Rycroft, Nelson

The approach is very similar to the book by Mazarakis (No. 12). They both aim at preparing pupils for Cambridge First Certificate in English according to the new 1984 syllabus. The listening comprehension sections are dialogues requiring the students to fulfill certain tasks. The book also includes exercises to prepare the learner for the interview test.

14. *Listening Links*, 1979, by Marion Geddes and Gill Sturtridge, Heinemann

The 15 listening units are based on the "Jigsaw Technique" where the class is divided into three groups each listening to slightly different information related to common topic. After listening, groups exchange information in order to fill in missing links. Suitable for upper levels and very useful for the development of group work techniques.

15. *Longman Listening Series*, 1979–1981:
    1. *Start Listening* by Alan C. McLean — elementary level
    2. *Keep Listening* by Diana Webster — pre-intermediate level
    3. *Listening to Maggie* by Lesley Gore — Intermediate level
    4. *It Happened to Me* — by Roy Kingsbury & Roger Scott — Advanced level

This series is based on controlled dialogues and exercises, gradually introducing the learner to a variety of tasks that have to be carried out whilst listening. Some of the topics dealt with are: sounds, words, numbers, stress, intonation, structures, in Book I to such topics as jobs, accidents, parties, opinions and approval and disapproval of pop groups in Books II–IV.

16. *Task Listening*, 1981, by Lesley Blundell and Jackie Stokes, Cambridge U. Press

The 26 units in the book all guide the listener to carry out tasks of an authentic type, such as forecasting the weather, catching a plane or train, fixing an appointment, following instructions, finding the way and so forth. A useful source of ideas for both junior-high to high school pupils. The level of English required is fairly elementary, though some of the tasks to be carried out are suitable for older pupils because of the topic dealt with.

17. *Learning to Listen*, 1981, by Alan Maley & Sandra Moulding, Cambridge U. Press

Designed for 9th to 12th grades, the material consists of simulated-authentic dialogues with accompanying tasks for the listener. The material can be used on three levels of understanding. Each of the 11 units begins with a pre-listening activity and there are follow-up exercises as well as pair and group work activities.

18. *Adventures in Listening*, Instructional Television, Israel

These are worksheets for the Gabby and Debby and Debby in Hospital T.V. programmes. The worksheets follow the task-listening approach.

19. *Listening Comprehension School Broadcasts for Grades 9–10* (first series), Teacher's Guide, 1984, by Penny Ur, Ministry of Education and Culture

The teacher's guide accompanies the weekly B.B.C. listening comprehension series broadcast on Israel Radio.

LISTENING COMPREHENSION PRACTICE IN THE FOREIGN-LANGUAGE CLASSROOM

by *Penny Ur*, "Oranim" School of Education

1. When planning practice techniques for the foreign language classroom we have to bear in mind three main considerations. First, what do we want our students to be able to do as a result of their learning? Second, what are the specific difficulties they are liable to encounter on the way? Third, what pedagogical factors do we have to take into account? (By *pedagogical factors* I mean a wide range of considerations such as educational policy, pupil motivation and confidence, coping with the physical limitations of the classroom environment, using electronic equipment, lesson-planning and so on.)

In this paper I should like to discuss only the first two of these three subjects — the end product and learner difficulties — and relate them specifically to the teaching, or rather the giving of practice in, listening comprehension.

2. The *long-term purpose* of listening comprehension practice is that students should be able to understand native speech in the foreign language in a reasonably wide variety of natural real-life situations. What are the characteristics of the kind of listening that goes on in such situations?

2.1 Let us consider some of the communicative situations in our daily lives that necessitate effective listening comprehension. An intuitive list might include items such as the following:

—listening to the news, weather forecast and so on on the radio
—discussing work or current problems with family or colleagues
—making arrangements, exchanging news etc. with acquaintances, face to face or over the telephone
—chatting at a party or other social gathering

—hearing announcements over the loudspeaker (at the airport, for example)
—receiving instructions how to do something or go somewhere
—attending a lesson or seminar
—being interviewed or interviewing
—watching a film or television programme
—hearing a speech or lecture
—listening to recorded or broadcast songs
—attending a formal occasion or ceremony
—getting advice
—being tested orally in a subject of study

2.3 What generalizations can we draw from such a list? What features are typical of such real-life listening situations?

2.31 **Purpose and expectation.** Rarely if ever do we listen to something without some idea of what we are going to hear: only, perhaps, when we turn on the radio or television at random, or enter a room where a conversation is already in progress. Usually we have some preconceived idea of the content, formality level and so on of the discourse we are about to hear. Our expectations are closely linked to our purpose in listening: if we want to know the answer to a question, then we will ask, and expect to hear, a relevant response. In discourse that is not based on the hearer's active spoken participation, his expectations may be less strictly defined, but they are there nevertheless and again are connected with his purpose. If we listen to the news, for example, it is from a desire to know what is happening in the world, and we shall expect to hear about certain subjects of current interest in a certain kind of language.

There is, we should note here, an association between hearer-expectation and-purpose on the one hand, and comprehension on the other. Heard discourse which corresponds closely to what the listener expects and needs to hear is far more likely to be accurately perceived and understood than that which is unexpected, irrelevant or unhelpful.

Thus it would seem a good idea when presenting a listening passage in class to give the students some information about the content, situation and speaker(s) before they actually start listening.

2.32 **Response.** In many, perhaps most, cases the listener is required to give a series of overt, immediate responses to what is being said, at varying intervals. This may be verbal (the answer to a question, for example) or non-verbal (action in accordance with instructions, a nod of the head). Only if the message is coming via electronic equipment when the speaker is neither physically present nor addressing himself to the hearer as an individual is overt response not usually required or forthcoming; and rarely is a response required only at the end of a long stretch of discourse. Thus classroom listening tasks should probably be based on short active response occurring during, or between parts of, the listening passage, rather than at the end.

2.33 Visibility of the speaker. I think it is fair to say that we are nearly always in the physical presence of, or can see, the person(s) we are listening to. Usually the visibility of the speaker coincides with the necessity for listener-response — but not always. There are cases where we can see the person we are listening to but are not required to react to him personally (as when we watch a television programme); and there is, conversely, at least one common situation where we cannot see the speaker but must certainly respond to what he says (a telephone conversation).

If the speaker is usually present in a real-life listening situation, towards which we wish to train our students in the classroom, then perhaps we should think again about how much we ought to use *recordings* as the basis of our exercises. Perhaps we should revert to using live speakers, resorting to recordings only to attain specific objectives — for testing, or to give examples of varied accents, for example.

2.34 Environmental clues. A real-life listening situation is normally rich in environmental clues as to the content and implications of what is said — mostly visual. These may be deliberately introduced, as when a teacher or lecturer clarifies his exposition with diagrams or pictures, or a television documentary uses film extracts or stills to illustrate its commentary. Similar clues appear quite naturally in less formal situations, as when someone gives us directions according to a map. Occasionally the general surroundings contribute information: if we are in a railway station, for example, and hear a voice over the loudspeaker, we expect it to announce the arrival or departure of a train. And obviously the appearance, expression, posture and so on of the speaker, if present, are an important source of extra information.

In classroom terms, environmental clues are normally represented by visual materials (illustrations, diagrams, maps and so on) which are thus essential to the effective presentation of most listening activities.

2.35 Shortness. Another characteristic of real-life listening is the shortness of the chunks into which heard discourse is usually divided. The common pattern is a short period of listening, followed by a hearer-response, followed by a further brief spell of listening with further response, and so on. In other cases, stretches of heard speech are broken up by being spoken by different people from different directions. Even when there are long periods of seemingly uninterrupted discourse — talks, instructions, anecdotes, guided tours, nagging and so on — these are often broken down into smaller units by the physical movement of the speaker, pause, audience reaction, changing environmental clues. More formal stretches of speech — lectures, ceremonial recitation, broadcast reports — are, however, usually less interrupted. Again, there is a clear implication as to the kind of discourse students should be asked to listen to and understand in the classroom.

2.36 Informal speech. It is necessary to draw a distinction between formal speech or "spoken prose" and the informal speech used in most spontaneous conversation and in most of our examples of listening situations. This is not, of course, a simple binary opposition: there are many intermediate gradations, ranging from the extremely formal (ceremonial formulae, some political speeches), through the fairly formal (news reporting, lectures), to the fairly informal (television interviews, classroom teaching) and the very informal (gossip, family quarrels). But for the purposes of this discussion a firm division will be made: any types of discourse which fall more or less under the first two categories I will call "formal", those in the last two "informal". Informal speech is usually both spontaneous and colloquial: formal speech is characteristically neither. Some intermediate types of discourse may be one but not the other: the speech of a character in a play, as delivered by an actor, may use colloquial language but is not spontaneous; and a sermon may be delivered extempore but is rarely very colloquial. Broadly speaking the degree of *colloquiality* of speech affects its pronunciation, vocabulary, grammar and syntax, the *spontaneity* its syntax and discoursal structure.

Most of the discourse we hear is quite informal, being both spontaneous and colloquial in character; and some of the skills the learner needs to develop are closely bound up with the peculiarities of this kind of speech. Of these there are many, but I should like here to dwell on three: some aspects of spontaneous and colloquial language itself; redundancy; and "noise".

2.361 Colloquial Language. In most languages there are marked differences between the formal (or literary) and colloquial varieties. The former is used not only for written communication but also for all forms of formal speech: lectures, reports and so on; whereas the latter is confined to informal conversation and is relatively rarely written. In Arabic the difference between the two is very great, as we know; in English, as in most other languages, the distinction is less marked, but it is there all the same. The sounds a hearer absorbs during a normal conversation bear only a partial resemblance to a transcript into normal orthography, which in its turn bears only partial resemblance to a corresponding version in formal prose. The difference in the first stage is one of pronunciation; in the second in actual choice and arrangement of words.

A native speaker may very often not even be aware of the first difference at all. We may be quite sure that the person addressing us said, for example: "I don't know; where do you think he can be?", when what he actually enunciated was something like "d'nowed'thinkeekn bee' — with no pauses between words, and less important sounds shortened or eliminated altogether. A similar sentence pronounced in a formal context would correspond rather more closely to the written form.

The actual vocabulary and structures used will also be different in some respects from those of formal speech. As regards lexis, the difference is fairly easy to define; certain items ("a lot", "guy", "stuff") are commonly used in everyday conversation and more or less taboo in formal context. As to grammar: where speech is spontaneous, it is rarely divided into proper "sentences"; it is in fact very often quite "ungrammatical": a structure may be begun and not finished, or it may be confused with another in the middle. (This, incidentally, is where the speech of actors in plays gives itself away as being pre-planned.)

2.363 Redundancy. Redundant utterances may take the form of repetitions, false starts, re-phrasings, self-corrections, elaborations, tautologies and apparently meaningless additions such as "I mean", "sort of", "you know". This, however, is not as unnecessary as it would seem. Just as it enables the speaker to work out and express what he really means as he goes along, so it helps the hearer to follow him by providing plenty of extra information and time to think.

2.363 "Noise". The opposite of redundancy (extra information) is "noise", which occurs when information is not received by the hearer because of interference. "Noise" as I am using the term here, may be caused not only by some outside disturbance, but also by a temporary lack of attention on the part of the listener, or by the fact that a word or phrase was not understood because it was mispronounced or misused or because the listener simply did not know it. In any such case a gap is left which is filled, as far as the listener is concerned, by a meaningless buzz. What the listener has to do is try to reconstruct more or less what the information was that he missed.

3. It would seem reasonable to say that classroom practice should usually incorporate such characteristics of real-life listening as those described above. But this is not enough. We must also take into account the specific difficulties faced by the foreigner in learning to cope with heard English speech. Some aspects of listening comprehension are easier for the foreign language learner than others. Most learners need intensive practice in some skills and seem to pick up others intuitively. Here are some of the main potential problems.

3.1 Hearing the sounds. Beginner learners often actually do not perceive certain English sounds with any accuracy because these do not exist in their own language at all (/æ/) or only as allophonic variations, not as phonemes in their own right (/I/,/i/). latter condition is far more difficult to deal with and entails more practice before the learner masters the distinctions.

Sometimes the learner may have difficulty with the sequences and juxtapositions of sounds typical of English words. Many students find consonant-clusters particularly difficult to cope with. They may get the consonants in the wrong order ("parts" for "past") or omit one of the sounds ("crips" for "crisps"), or hear a vowel that is not in fact pronounced ("littel" for "little").

Another reason sounds may be misheard is that the student is not used to the stress and intonation patterns of English and the way these influence the realization of certain phonemes (discussed below).

One interesting point about all these difficulties is that it is often quite difficult to know, outside minimal pair practice, whether students really have heard the sounds right or not, because they may guess the right meaning from the context. In the sentence "It doesn't fit; it's too big", most students will understand the word "fit" correctly, even though isolated they may have confused it with "feet". However, context does not always reveal meaning, and it is essential for the learner to learn to perceive the foreign sounds correctly.

3.2 Intonation and stress. The English systems of stress, intonation and rhythm, though perhaps less obviously difficult than problems of the actual sounds, can interfere with the foreign learner's proper understanding of spoken English. It is therefore worth drawing our students' attention to the existence of certain general features: the tone-group; stress and unstress; the significance of certain common intonation patterns. Having pointed these out, we can usefully do some classroom exercises whose object it is simply to sensitize students to their existence. Beyond this, I do not think there is much useful teaching to be done in this field: the stress, intonation and rhythm patterns of spoken English are so varied, so idiosyncratic and so unpredictable, that it would be of dubious value to give or practise any more detailed models. Having, as it were, pointed our students in the right direction, it is probably best to leave them to acquire intuitively more detailed knowledge through exposure to plenty of informal native speech.

3.3 Coping with redundancy and "noise". When listening to someone speaking, we usually have to put up with a certain amount of "noise". The foreign language learner finds these gaps far more difficult to take in his stride. He is, it is true, used to coping with them in his own tongue, but when he has to do the same in the foreign language he finds he cannot do so with anything like the same facility. First, the sheer number of gaps is much larger: there are some items he cannot understand simply because he does not know them, many others which he is not yet sufficiently familiar with to grasp during rapid speech. Second, he is not familiar enough with the sound-combinations, lexis and collocations of the language to make predictions or retroactive guesses as to what was missing. Third, even when the number of gaps is not much larger than those they would encounter in their own language, many foreign learners run into a psychological problem: they have a kind of compulsion to understand everything even things that are totally unimportant, and are disturbed, discouraged and even completely thrown off balance if they come across an incomprehensible word.

It is this third problem — the apparent need of the foreign language learner to perceive and comprehend everything he hears, even though he would not do so in his native language — whose implications are not always realized. The listener who is trying to understand everything will be handicapped both by his failure to do so and also, in a way, by his success. On the one hand, he is distressed and discouraged by his "defective" comprehension, has the feeling that he has missed vital information, and may tell you "I didn't understand a thing!" when in fact he has, or could have, understood quite enough for communicative purposes. On the other, even if he does perceive and understand every single word he hears, he may find this actually counterproductive: for effective listening is aided by the ability of the listener to ignore or "skim" unimportant items. Much of what we hear is redundant and we have to recognize it as such. We need — and have, in the native language — a mechanism which tells us: "I don't need to listen very carefully to what is coming next, I can skip it and look out for what's coming after." The listener who cannot do this is hampering himself. He is not taking advantage of a natural rest or break in the stream of significant information in order to ready himself for what is coming next, nor is he sorting out significant from insignificant information as he goes along. He is concentrating too hard on understanding the words or phrases as they come up and not relaxing enough to gather the main message. He is in danger of not seeing the wood for the trees.

We need, therefore, to design exercises to encourage the listener to relax, "skim", look out for certain points and ignore others.

3.4 Predicting. If the listener can make a guess as to the sort of thing that is going to be said next, he will be much more likely to perceive it and understand it well. He may even be enabled to do without it altogether; if he knows how someone is going to finish his sentence, then the closing words become redundant.

Prediction is difficult for the foreign language learner for various reasons. Some of these have been mentioned above under "Coping with Redundancy and Noise". Others depend on intonation and stress patterns. If one word in an introductory phrase is emphasized, for example, we may expect an amplification to come. A strong intonation of doubt is usually followed by a reservation. But as we have seen above, the subtleties of stress and intonation are difficult to teach; and prediction exercises may be one of the best ways of getting students used to hearing the semantic implications of certain patterns.

Other kinds of predictions may depend on total familiarity with the cliches, collocations, idioms and proverbs commonly used: a non-native cannot usually be expected to know that "rosy" often collocates with "cheeks" or "jaded" with "appetite"; nor can he automatically supply the end to such cryptic phrases as "People who live in glass houses..." or "A stitch in time..."

However, most predictions do not depend on such subtleties but on more obvious choices of vocabulary or grammar: "however" implies a contrast; "the more..." implies a paired comparative to follow; and so on. In short, a learner who has a reasonable grasp of the pronunciation, vocabulary and grammar of the foreign language may often be expected to make the same prediction of what is to come as a native, more or less, aided by skills he carries over from the use of his own language. However, he sometimes needs some encouragement and practice to take full advantage of those skills; and again there is the need to relax and be willing to "skim".

3.5 Understanding colloquial vocabulary and pronunciation. The grammar of colloquial spontaneous speech seems to present no particular problems that need practice, idiosyncratic though it is. The problem is understanding the actual lexis, single words or collocations, and grasping the changes in the realization of certain sound-combinations, which enable the listener to perceive lexical items in the first place.

It is fairly obvious that a learner listening to spoken discourse in the foreign language will probably not understand a word he has not learnt yet; what is not so obvious, but nevertheless true, is that he will also fail to recognize many words he has learnt but is not yet sufficiently familiar with to identify when they occur within the swift stream of speech. This is partly a matter of time and practice. Mastering new items to the point of total familiarity is a gradual process. It is partly a question of speed of discourse. The overall pace at which a message is conveyed may be relatively slow, owing to pauses, hesitations, redundancy and so on; but once a (native) speaker knows what he is going to say next, his individual utterances are often delivered at a tremendous rate. The listener simply does not have the time to search his memory for the meaning of something he does not immediately recall.

Pronunciation is an even bigger problem. Having learnt a new word, the learner's recognition of it is linked to his knowledge of the sounds it makes when carefully pronounced, whether in isolation or — usually well foregrounded — in context. But he has not, often enough, learnt what it sounds like when said quickly in an unemphasized position in an utterance and juxtaposed with other words which may affect its pronunciation. If a word is pronounced differently in informal speech from the way it is said formally, or was said when it was learnt, the hearer may simply not recognize it as the same word, or may even miss its occurrence at all. This problem can be defined as one of vocabulary as much as of pronunciation since the learner, in my experience, assimilates many of the new forms as fresh, variant lexical items. He seems to learn that "don't" means "do not" in very much the same way that he has to learn "a lot" for "much". Chief culprits here are the "weak" forms "for", "he", "has", "to" and so on.

Some words may disappear completely. "Where are you going?" may quite acceptably be pronounced exactly like "Where you going?". Even more confusing is the occasional disappearance of an apparently vital negative ("I can'(t) go", They are(n't) coming").

Longer words too may be pronounced differently from the learner's expectations. This may be because the vowel in an unstressed syllable has been shortened or changed. The most obvious example of this is the substitution of the neutral vowel sound (/ə/, as in the last vowel of "sofa"), for other vowels in words like "family", "control", "semantic". In other cases, vowels may disappear altogether ("secretary", "vegetable", "comfortable".)

Sometimes the juxtaposition of two words means that one of the sounds at the juncture point has assimilated to the other or even disappeared ("all right", "ten people", "statement"). In any case, the result is sufficiently removed from the original expected sound of the words to confuse the foreign listener, even if only for a second — and a second is a long time when listening to fluent speech!

Colloquial collocations are most confusing of all. These are certain pairs of groups of words which tend to occur together and become so merged that both speaker and (native) listener tend to relate to them as a single item. The effects I have just described are even more marked in such expression, as the component words shorten, slur, distort and partially assimilate to one another. Some of these are normally consciously taught (he's, don't, can't and so on): but others are not, and can be confusing ("shall we", "I don't know" "what's the...?, "going to") all of which occur in the speech of perfectly well-educated clear-speaking natives.

3.6 Understanding different accents

Many learners who are used to the accent of their own teacher are surprised and dismayed when they find they have difficulty understanding someone else. Some of them try to get over this at first by claiming that the second speaker's accent is somehow inferior or "wrong". But this is rarely the case: all native accents may be considered "correct", though they may be more or less difficult to understand — that is, more or less removed from the original variety learned. And there is also a case for familiarizing our students with non-native accents: the English they may need to understand may very well not be spoken by a native at all. Today people in any part of the world who do not speak the other's language will most probably use English as the instrument of communication: pilots, businessmen, diplomats, tourist guides and so on. Hence, even if we could teach all the "native" accents there are, this would not satisfy many learners' needs. What we can do is try to give them a reasonable familiarity with the two most useful English accents — the British and American standard varieties — and then perhaps expose them to some others simply to open their ears to the possibilities and give them some practice in coping with them. Learners who have some experience in listening to and understanding a number of different accents are more likely to be able to cope successfully with further ones that those who have only heard one or two.

4. Some conclusions with respect to the planning of classroom practice

Broadly, then, we may make at this stage some tentative recommendations as to the kind of classroom listening activities we may expect to be maximally effective.

4.1 Listening exercises should provide models that are as close as possible to real-life situations, within the constraints of the classroom, and provide some practice in coping with them. In particular, such exercises should have some or all of the following features:

a. The listener should have some idea in advance of what he is going to hear, and know what his purpose is in listening. In practical terms this condition can often be fulfilled by having a *pre-set task*.

b. The listener should be required to respond to the discourse as he hears it. The task should therefore require a series of responses (not necessarily verbal) occurring during the heard speech, or between bits of it.

c. The speaker should usually be visible.

d. There should be some visual or other environmental clues accompanying the discourse. These may be supplied by the speaker him/herself, or by visual aids.

e. The discourse should be broken up into short "gobbets" rather than presented as one long stretch of continuous speech.

f. The discourse should be in informal, colloquial, spontaneous style, rather than formal "spoken prose".

Obviously I do not recommend that every listening exercise should necessarily display every one of these characteristics; there is certainly room for the use of longer stretches of formal speech, or — of course — for the use of tape-recorders where the speaker is unseen. The recommendations above are simply meant to indicate a general emphasis and direction of thought.

4.2 Listening exercises should be designed to give learners practice in the skills that present particular difficulties. These include:

a. perceiving the sounds.
b. Perceiving and interpreting intonation and stress.
c. Coping with redundancy and "noise".
d. Predicting.
e. Understanding colloquial vocabulary and its pronunciation.
f. Understanding different accents.

Again, obviously not every exercise will be able to provide practice in all of these; different exercises should be planned to take into account different skills.

5. The teacher will need to have at her fingertips a wide battery of different types of exercises in order to govern as wide a range as possible of situations and skills. This is not as difficult as it sounds: there are some excellent books of varied exercises on the market, and many very simple techniques can be integrated into the ongoing language course to help practise grammar, vocabulary, functions, notions, or whatever the teacher is currently concerned with.

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(Editors' Note: also Ur Penny, "*Teaching Listening Comprehension*", Cambridge, 1984. See also "Listening Comprehension, A review of material available" by Pinchas Bechler, in this issue of the JOURNAL.)

LISTENING COMPREHENSION CAN BE FUN

by *Malka Schlesinger*, Herzlia Religious Secondary School

Today, there is an increased emphasis on communication in the foreign language, and therefore the skill of listening is even more important. In order to be able to communicate effectively, the skill of listening is of course required in order to understand what is being said and to check one's own pronunciation. The skills of Listening are: sound discrimination, understanding of specific elements and overall comprehension. The learner of a foreign language has to develop proficiency in each of these areas.

The goals of Listening Comprehension practice are to train students to discriminate between phonemes, to recognize stress and intonation patterns and to retain what they have heard. Therefore, this practice should begin at an early stage with simple exercises; as vocabulary and grammar expand, the exercises can become longer and more complicated. Moreover, at the lower levels our speed of speech should be slower than normal and only gradually reach normal speed. When first introducing Listening Comprehension exercises, we should give the pupils some clues or hints as to what they are going to hear; this will make it easier for beginners to follow the first reading, but after a while these clues become unnecessary as the students become accustomed to following normal speed speech. Later, at a very advanced stage, when the student has acquired a high level of proficiency in Listening Comprehension, he will be able to understand the foreign language under difficult circumstances — for example, an unclear telephone conversation.

Various Types of Listening Comprehension Exercises

1) Instructions

The most elementary exercise of all is asking pupils to carry out specific instructions, for example: stand up, come here, pick up a piece of chalk, go to the blackboard, write your name, sit down. A more advanced exercise which involves other skills as well is: pick up the bag, open it, find the diary inside, open the diary, find today's date, tell me what it is, close the diary, put the diary in the bag, close the bag.

2) Drawing while listening

This type of exercise suits an elementary class but may then be developed to suit more advanced classes. Elementary: draw a flower; draw a house. Intermediate: the teacher gives out sheets of paper with clocks drawn on them; the teacher reads out the time, the pupils have to draw the hands; OR: the pupils are asked to draw three boys; one has a book and a bag ("Tom"), the other has a dog ("Jack"), and the third has a cat and a book... This exercise can be taken further, e.g. Tom has a dog (True or False); tell me about Jack; who has a cat? **Advanced:** reinforcing material previously taught, e.g. prepositions. "Draw a circle, draw a star in the circle, colour the star blue. Draw a square under the circle. Draw a cross in the square. Colour the cross red. Draw a triangle above the circle. Draw a rectangle in the triangle. Colour the rectangle black." Another exercise of this type is the following: the teacher reads out a paragraph, the pupils draw a map, using the clues in the paragraph. This exercise may be used as a basis for conversation. One pupil looks at his map and describes what is on it. If his description is incorrect, other pupils describe their versions. Then the agreed map may be used for asking questions — "Where is the...?" etc. A third type of exercise whereby the pupil draws while listening is a room plan, e.g. the ground floor of a house. Here pupils are given a page with a square drawn on it; they then listen to the following description and follow the instructions.

> **The ground floor of a house**
> Look at the square. It is a plan of the ground floor of a house. Mark the mid-point of the line on the left. Mark the mid-point of the line on the right. Join the two points. Find the rectangle at the bottom. Draw a line from the top of the rectangle to the bottom. Mark two squares. Do the same in the rectangle at the top. Look at the square on the left at the bottom. Draw a line from the top to the bottom of the square. Make two rectangles. Write "the kitchen" in the square at the top on the left. Write "the dining room" in the square next to it. Write "the cloakroom" in the rectangle on the left; write "the hall" in the rectangle between the cloakroom and the living room.

3) Listening while looking at pictures
There is great potential in pictures as a basis for listening. You can use magazines, transparencies etc. etc. **Elementary:** pupils look at a picture while you read out a list of items; pupils write "True/False", "Right/Wrong", or even "Yes/No" by each; OR teacher prepares several pictures and pupils indicate which picture corresponds to the statement they hear; OR teacher gives pupils a set of pictures and then reads out a story; pupils put the pictures in the right order.

4) Listening followed by completion exercises
The teacher reads out a sentence; pupils have a series of sentences from which they select the one that best complements the teacher's sentence — "I'd like a drink" =

a) I'm tired. b) I'm hungry. c) I'm thirsty. Another exercise is for the teacher to read out a question, following by a series of answers, from which the pupils select the appropriate one — "When do you eat breakfast?" = a) at seven. b) at home. c) with my mother.

5) Listening for specific information

Pupils have a chart, incomplete. They fill in the weather forecast for certain cities, as spoken in a mock news broadcast. An example is the following:

	Tel Aviv	Jerusalem	Haifa
humid	×		
cold		×	
rain			×
etc.			

OR: the teacher gives out stenciled sheets on which verbs are written in jumbled order; while listening to the text, pupils have to put a number next to the verbs according to their order of appearance.

6) Listen and do

The teacher reads out instructions how to make something; the pupils listen and do. An example might be — HOW TO MAKE A PAPER HAT. "Listen to the instructions and make a paper hat from the sheet of paper in front of you...".

7) Listening comprehension cloze

Advanced classes can listen to the recording of a telephone conversation, with missing words or sentences. They are supplied with a page of responses, from which they choose the appropriate ones OR (more advanced) they fill in the missing words or sentences (to make the exercise more realistic, the missing words etc. are accompanied by noise on the tape).

Some Conclusions

In the above exercises I have attempted to exemplify representative activities appropriate for various Listening ability skills. Some of the activities lend themselves to individual use; others may be adapted for team or group use and yet others for whole-class presentations. Some of the activities can be pre-recorded for self-instruction; other techniques can be used in situations in which interaction is possible. A variety of approaches is essential and teachers should always bear this in mind. Listening activities are more stimulating when a variety of oral situations are presented — newscasts, commercials, drama, etc. Varying the voices used and introducing different regional pronunciations will create even greater variety and flexibility.

When specific training in Listening is provided, the listening skill improves; moreover, training and practice in Listening also lead to improvement in the other language skills and skills of logical analysis (main ideas, inferences etc.).

In order to sustain attention, the content of the Listening text must be such that it can be clearly understood, for if the message is too difficult for the listener's powers of assimilation, his attention will wane in order to escape from "information overload". On the other hand, the content must be challenging, for if the message is too simple, the listener will find relief by thinking about something else. Finally, the speaker's role is vitally important — his/her speaking may be interesting or boring, animated or expressionless. It is also very important to hold the attention of the listeners by varying the style, volume, pitch etc. of the voice.

INVESTIGATING LISTENING COMPREHENSION

by Bader Younis, Principal, Ara Secondary School

Teaching English as a foreign language has adopted different techniques and accumulated throughout the time a vast treasure of methods and procedures. The emphasis has been laid upon oral communication, i.e., upon the spoken language.

Communication, however, depends on listening, and the aural procedure was not left far behind though it got minor attention. People, it seems, took it for granted that you understand what you are told, and that the major problem lies in how well, how fluently, you formulate your answer. This is the crucial point. Do people really understand what they are told? Do we completely absorb what we are told? In this age of impressive media, how well can an individual give his individual attention to spoken matter, and take it in? In simple words, how well can we listen? And if our listening is interrupted or distracted, how well can we comprehend?

Another question is also asked. In a country where English is a foreign language, is it right to lay more emphasis on communication rather than on perception? Does a history student at the Hebrew University need all that fluency and glibness in order to understand an English bibliographical text about the French Revolution?

Consequently, I have come to the conclusion that the first skill to be promoted in TEFL is the listening skill. I am not alone in that conclusion. In fact, most U.S.

universities have already reached that same idea and have adopted appropriate measures for accepting foreign students in which the testing of the listening skill is of primary importance.

How can we promote listening in our classes? How can we arouse our pupils' interest adequately enough to improve their listening ability? The axiomatic answer is, of course, exposure; to allow our pupils as much opportunity as possible to listen to subject-matter written in English and spoken in English. I can visualise much skepticism, but this is not the point. My interest lies mainly in ensuring the interest of the pupils. And I think that the Bagrut exam is the best motivator. This, actually is the essence of my paper. I am asking that the L.C. examination be changed, and that its points value be at least doubled. The following are my reasons.

The environment of the current L.C. exam is inconvenient and impractical. It has various distractions and setbacks:

First, the pupils are deep in thought and have already been set upon by questions on the reading text or cloze passages that demand their full attention. After an hour of hard work and intensive meditation, they are asked to stop everything and summon their reserve listening capability for something else. The shift is so quick that by the time a pupil has started to adjust himself to the new situation, it is already over and the poor examinee is left with his frustration and despair to tackle the rest of the exam.

Second, the change of voice is not in the interest of the pupils. An English male voice is soon followed by an American female one. This robs the exam of its main advantage; repetition. For a foreign pupil, the change of voice is a change of subject — even though he knows that it is the same subject-matter. This calls for another adjustment, another distraction.

Third, The subject matter broadcast in the exam is not appropriate. It is foreign, dry, humourless, and has nothing to do with the every-day life a pupil lives or with the kind of communication that foreign speakers initiate. Why should our pupils be asked to listen to talk about Japanese factories and Japanese trade unions, for example? True, it might be claimed that the L.C. passage is, somehow, a continuation of the reading passage, or that both have the same theme in common. But the demand on the L.C. is almost mathematical in its accuracy, the type of questions is not the same as in reading comprehension, and the pressure exerted is greater. Consequently there is a difference which is not in the pupil's favour.

Fourth, the transmission conditions are far from perfect. The transistor radio suddenly emits strange noises that impair listening. The electric current is cut off. The school is situated near a main street where vehicles are a nuisance. In each room there is a single set placed most disadvantageously. The sudden scraping of a chair or the screech of its legs disturbs perception.

If all these obstacles are valid, how can we explain the apparent success of the majority of our pupils in this part of the Bagrut exam? I did not make an investigation of the L.C. results. I think they can be very easily checked up in the Ministry of Education archives, and I presume that the statistics do confirm the high rate of success. However, I have run scores of experiments on my 12th graders and I have never come up with more than 40%.

Let us face it then. There is that whim in human nature which does not seem to have lost any glamour throughout the evolution of human morality. Some call it pretence, some call it disguise, a means to an end, helpfulness. Some even go as high as to call it benevolence. But it is plain cheating just the same. Don't get angry, dear teachers of English. I know you mean well eventually. But this is human nature. It is because of this very so-called benevolence that I cancelled all the Bagrut English exams in 1981/82.

But even if we stipulate that the rate of success is honourably achieved, there is still a great doubt as to the advantage of the procedure. Consequently I suggest the following measures, bearing in mind that their application is not only a more accurate way of testing L.C., but a more appropriate means to a better end; that of promoting L.C. among our pupils.

First, the L.C. exam should not take place during the Bagrut exams; certainly not with the English exam. I suggest that it take place instead of and at the same time of the oral exam which is practically useless. The oral exam is an additional burden on the budget and serves no purpose since its value in the final grade is easily discardable.

Second, the L.C. exam should take more time and be divided into two or three parts varying in level and difficulty. Part A should deal with statements and restatements. This part includes syntax and semantics. Example:

Statement:	I thought I set the alarm clock at 7, but it rang an hour earlier.
Restatement:	The alarm clock rang at 6 o'clock.

The restatement is of course included within a multiple choice set of answers. Enough time is allowed for the listener to find out and circle the correct answer (say 20 seconds), and there is no need for repetition or a change of voice. This part should contain 10 statements and be alloted ten minutes.

Part A could include synonyms, derivations, computations, minimal pairs, conditionals, negatives, causals, etc.

Part B should deal with mini talks or conversations between a man and a woman concerning a well-known topic and ending with two questions about theme and subject matter.

Example:

man: Could you please book me on the next flight out to Los Angeles?

woman: I'm sorry, sir. Air France doesn't fly into Los Angeles. Why don't you try El Al or Transworld?
Question 1: Where did this conversation take place?
Answer: At the Air France office.
Question 2: Where does the man want to go?
Answer: To Los Angeles.

Time alloted for this part should be 4–5 minutes.

In part C, a passage should be read out aloud with three questions underneath. The passage could be a short, relevant anecdote. Questions and answers should be clear and short; no ambiguities or repetitions are necessary. Time alloted should be 5–7 minutes.

Example:

> Ernest Hemingway began his writing career as an ambitious young American newspaper man in Paris after the First World War. His early books, including "The Sun Also Rises", were published in Europe before they were released in the United States. Hemingway always wrote from experience rather than from imagination. In "For Whom The Bell Tolls", published in 1940, he retold his memories of the Spanish Civil War.
>
> In 1952 Hemingway published "The Old Man And The Sea", a short, compelling tale of an old fisherman's struggle to haul in a giant marlin that he had caught in the Gulf of Mexico. The book was awarded the Nobel Prize for Literature in 1954.

Question 1: Hemingway is a citizen of...
Answer: The United States.
Question 2: Which book was published in 1940?
Answer: For Whom the Bell Tolls.
Question 3: Where did the fisherman catch the fish?
Answer: In the Gulf of Mexico.

Altogether the exam should take about 20 minutes, with 2 or 3 minutes extra time for reconsideration. It should be given 20% of the whole English mark. It could be broadcast on the radio or recorded on tape and distributed by the Inspectorate. This is not difficult since any person can conduct the examination, collect the answers and send them to the Ministry of Education, where they can be evaluated by any group of secretaries with test keys.

Knowing that an L.C. test means 20% of the English final mark in Bagrut is a great incentive for teachers to search for methods to promote L.C. The excitement will surely pass over to the pupils and, since the opportunity for listening to English programs is not lacking, one becomes almost confident that the pupils will find their way to these programs voluntarily and will eventually improve their level in English. And all's well that ends well.

"IN LISTENING — WE SPEAK THE OTHER'S WORDS!"

by *Elana Rechtman*, Kibbutz Tsora

The act of listening is vital in all human communication. As teachers of a language, we are dealing constantly with communication. Listening should be taught as a skill, together with reading, writing and speaking.

It seems to me that in this country especially, people talk at each other, often at cross-purposes. Listening does not come naturally to the average Israeli pupil!

> "Listening requires something more than remaining mute while looking attentive. It requires the ability to attend imaginatively. In listening, we speak the other's words!" (from "The Penguin Book of Quotations").

Another important reason for teaching listening as a skill is to help the pupils overcome the fear of the unfamiliar in any text or conversation they happen to hear. Many pupils "black out" completely as soon as they hear anything new, and say "I don't understand a word."

We can help these pupils by teaching them to pick out the words and phrases that they do understand, and to piece the familiar bits together, so that they are able to make an educated guess at the meaning of the sentences.

In one of my first experiments with listening activities, I used a text called "The Turnip Story", which is the equivalent of "Eliezer Ve-Hagezer" in Hebrew. In Grade Four, after teaching the words: farmer, wife, son, daughter, cat, mouse and turnip, I had the pupils cut out the figures (not reprinted in this article) which had been prepared on a stencil, and place them in the correct order as they heard the story on tape.

In the older classes, I concentrated on the story itself, incorporating the Past Tense and other new words. (from "Are You Listening?" by Wendy Scott).

When we teach listening as a skill, I believe that the listening activity should be TASK ORIENTED. Listening is an active and a creative activity. The tasks can be varied in order to ensure higher motivation among the pupils (and also, of course, of ourselves, the teachers!).

In varying the tasks, the teacher can avoid the usual "Comprehension texts plus questions" format which can be boring and meaningless.

Wherever possible, AUTHENTIC TEXTS should be used. Here the teacher can provide an opportunity to listen to all types of accents, and all types of texts. What is important is that the language is real, and not "schoolified" and it is amazing how well pupils respond to these texts.

After experimenting with pre-prepared activities, I devised some listening activities for my particular classes.

On the kibbutz, our children are often required to converse with English-speaking visitors, and I prepared the following text for a Grade 7 class. The aim of this particular lesson was to teach the words *communal, settlement, agriculture, industry*, and *fascinating*.

Before listening to the dialogue on tape, the pupils copied the following questions from the board:

1. How many people are talking?
2. Where do you think they are standing?
3. What do you think they are wearing?

I then let them listen to the following conversation:

A Dialogue

A. Excuse me — do you live here?
B. Yes, I do.
A. How *wonderful* — a *real* kibbutznik!
B. Can I help you — I'm rather busy at the moment!
A. There are a few things I would like to ask you.
B. Well?
A. But first, just let me take your picture. Oh, could you put on that hat — I want a *real* kibbutznik to show the folks at home!
B. Do you mind — I have work to do...
A. But just a few questions —
What exactly is a kibbutz?
B. Well, it's a communal settlement.
A. You mean *everyone* does everything together?
B. Well, not exactly. Every member has a certain job in a branch of the kibbutz.
A. And what branches do you have.
B. Mainly agricultural — but we have industry too!
A. How fascinating! You *must* tell me more...
B. Another time perhaps —
And now, if you will excuse me...

The pupils answered the questions easily. Note that only the first question has a "right" answer, the second and the third questions need some imagination!

I then wrote the new words on the blackboard, not in order of appearance in the dialogue, and asked the pupils to listen again to the tape, and to mark off each word as they heard it. I could have asked them to mark how many times they had heard each word, or I could have given them a list of words and said "Which of these words did you hear?"

The next part of the lesson was devoted to spelling games with our new words. Then, in pairs, pupils were asked to complete the conversation and act it out.

The new words were learned for homework.

In a Grade 4 class, when teaching "Animals" as a project, and still on the subject of "Our Kibbutz',, the pupils heard the following conversation.

A. Good Morning, is this Kibbutz Tsora?
B. Yes, it is.
A. I'm looking for Uri at the children's farm.
B. This is the children's farm, and I'm Uri.
A. Oh, what a surprise! Uri, tell me, what are these animals here?
B. These are our goats. We have three big goats and seven little goats.
A. Wonderful! And what are those animals in the pond?
B. Those are ducks. As you see, there are five big ducks and ten small ducks there.
A. And aren't those ponies?
B. Yes, they are. There are two ponies, one is big and one is small.
A. Thank you Uri, that was very interesting.

As you can see, this conversation did not require word-for-word understanding. Pupils had to pick out the familiar words, and then guess the general gist of the conversation. In order to help them, they were asked to fill in the following grid:

animals	**number**	**big**	**small**
goats			
ducks			
ponies			

In another lesson, also in a beginner's class, when teaching "clothing" I had a text like this on tape:

"Pam has a green sweater, Sam has a yellow shirt. Pam has red shoes, Sam has black shoes... etc."

The pupil then had to "dress" the "children", by means of cut-outs. Another possibility is to have the children colour the clothing and then produce sentences of their own.

To sum up, I have written down a few basic principles to keep in mind when preparing listening comprehension activities:

1. Our aim is to get the pupils to understand the text *as a whole* rather than to translate word for word.
2. Listening is an ACTIVE skill. Our listening activities are *task oriented.*
3. We should try to *VARY our tasks.*
4. Use *authentic texts* if possible. The language should be real.

In preparing the tapes, I have used the following:

1. Prepared tapes for the specific purpose of listening comprehension (e.g. the tape for "Are you listening?" by Wendy Scott).
2. Recorded cassettes for English speakers (e.g. Peter Pan, Cinderella, etc.).
3. Tapes which I have prepared myself.
4. Songs.

I believe that listening is important not only in English teaching but in all spheres of education. The art of creative listening can be taught, and this can begin in the English classroom.

A LISTENING COMPREHENSION PROGRAMME

by Erica Garb, Pre-Academic Centre, Hebrew University

A listening comprehension programme was prepared and is being used on an experimental basis at the "Mechina" of the Hebrew University of Jerusalem. The Mechina has several levels in English, ranging from G-3 (approximately the level of a weak 9th grade) through G-2 (9th–10th grade), G-1 (11th and 12th grade) to A/B (first year university level.) By the end of the mechina year, most G students have reached the level of a good 12th grade class. Listening comprehension is being introduced for the first time this year as part of the final examination.

The programme is divided into three sections.

SECTION A

This consists of short exercises, which can be used as self-contained activities at the beginning or end of a lesson, grouped together to specifically emphasise listening techniques, or as introductory material associated with reading texts. All the materials are based on the following emphasised principles, which form the theoretical basis for the programme.

1. **Practising** listening should not be confused with **testing** listening. Similarly, testing **listening** should not be confused with testing **memory**.
2. In order to give the student practice in listening, each exercise attempts to simulate a situation in which the student will be doing what he normally does when listening attentively, i.e.
   a. People listen in order to make sense of what they hear, but not necessarily to remember it.
   b) Normally, listening is not an end in itself. We usually listen in order to do something else, e.g., follow directions, catch the point of a joke, select relevant information, etc.
   c) Listening is often combined with some other activity, e.g., taking notes, watching action as in a play or TV, etc.
   d) Listening is often assisted by watching for subliminal cues such as facial expression, body language, tone, timing, etc.

The following exercises attempt to duplicate situations in which the student will be led through the structure of the assignment to practise one or more of the activities outlined above (a–d).

EXERCISES

1. *The unicorn in the garden*, a story by James Thurber.

The story is cut up and distributed among the students (in groups if the class is a large one). The student who thinks he has the beginning of the story is asked to read out his section; the other students listen in order to decide if they have the continuation, etc. Everyone is also listening to see how the story ends. This can be done with any story which has a "punch-line" (humour is also helpful). The level should be well within the reading abilities of the group, so that they can easily understand each other's reading.

2. *A Trip to Massada*

The students listen to Version A and correct mistakes in Version B, which they read as they listen. Humour and surprise help to retain interest.

VERSION A: ARRANGEMENTS FOR THE TRIP TO MASSADA

The trip will take place on Friday, 12th January, and will last two days. The arrangements are for a group of thirty people and this is the number at the moment. We will need at least four adults to accompany the group. They will carry arms and will be responsible for the general safety of the group. We need to take 20 kilograms of potatoes, 10 litres of oil, 2 boxes of tomatoes and 2 boxes of cucumbers, 10 kilograms of onions, 100 eggs, 4 kilos of cheese, and different quantities of canned meat, fish and fruit. Ten boxes of oranges and two boxes of grapefruit are suggested, as well as dried milk, coffee, tea and juice. Each individual must be responsible for his own things — he will need a hat, a bathing suit and good walking shoes, a change of underwear and a warm sweater, a sleeping bag, and general toilet articles. We hope you have a pleasant trip.

VERSION B: ARRANGEMENTS FOR THE TRIP TO MASSADA

The trip will not take place on Thursday, the 12th of January and will last two days.

The arrangement are for a group of dirty people and this is the number at the moment. We will need at least four adults to accompany the group. They will carry armies and will be responsible for the general safely of the group.

We need to take twenty kilograms of potatoes, 10 litres of oil; two boxes of tomatoes and two boxes of cucumbers; ten kilometers of onions, hundreds of eggs; four kilos of cheese; and different qualities of canned meat, fish and fruit. Ten boxes of oranges and two boxes of grapefruit are suggested as well as fried milk, coffee, tea and juice.

Each individual must be responsible for his own thinks. He will need a hot, a bathing suit, and good talking shoes, a change of underwear and a warm swealter, a sleeping bag and colonel toilet articles.

We hope you have a pleasant trip.

3. *Curtains*

Students listen to one side of a telephone conversation and choose the appropriate response. This differs from the usual listening comprehension exercise in that the student must understand what he hears, rather than remember details. In addition, in every-day conversation one often misses or misinterprets information which the subsequent conversation then clarifies. Here, the answer to Q-5 must be held in abeyance until the following response has been heard, at which stage it makes sense retrospectively.

1. a) Are you there? This is me.
   b) Hello Jane, this is Celia speaking.
   c) Good morning. Can I help you?

2. a) I'm fine. Listen, I'm phoning about those curtains you bought last week.
   b) I'm fine. I can't answer your question.
   c) I'm fine. Why don't you answer my question?

3. a) Yes, that's right. I can't possibly come now.
   b) Yes, but I didn't say the kitchen.
   c) Yes, that's right — those you said were so cheap.

4. a) **How wide are they?**
   b) **How far are they?**
   c) **How high should I hang them?**

5. a) **Do you think they can be washed successfully?**
   b) **Do you think the prices are right?**
   c) **Do you think they have colours to fit my living room?**

6. a) beige with brown and white furnishings.
   b) longer than it is wide.
   c) brand new.

7. a) Do you know the shop well?
   b) Do you know what time they are open till?
   c) Do you know if they are long-wearing?

8. a) No, I don't think I would like to.
   b) Yes, I'll do that. Thanks for the idea.
   c) Yes, I remember now.

9. a) How do you do.
   b) Hello.
   c) Bye bye.

4. and 5. *Beef curry and Diet*

Here the student must listen selectively and ignore irrelevant material. In each case he listens to taped conversations, ranging over a wide variety of topics. From this he must select information in order to (4) note changes that were made to the printed recipe he has in front of him or (5) note down what the patient actually ate during the week. (Conversations: (4) mother/daughter while cooking; (5) doctor/patient.

BEEF CURRY

For four people you will need about 3 lbs of beef cut into cubes.
Melt margarine in a casserole and lightly brown the meat for a few minutes.
Then take out the meat.
Cut up to two onions and cook them in the juice in the casserole. Do not let them burn.
When they are transparent, add four tablespoons of tomato puree.
Mix this together carefully.
Now add 1 pint of meat stock and put the meat back.
Finally add one large sliced carrot, one large sliced apple and a few raisins.
Bring the mixture to the boil, cover it and let it simmer gently for one and a half hours.
Serve with boiled rice and mango chutney.

DIET

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
bread	bread	bread	bread	bread	bread	bread
cheese	cheese			cheese		
			chicken		chicken	
						rice
salad	salad	salad	salad	salad	salad	salad

6. *Lazypeel*

The students do not have the text in front of them. They listen. First, they are given the question which appears at the end of the story, and then listen in order to answer the question. Any riddle can be used.

THE LAZYPEEL PEELER

Mr. Goatman, a retired farmer, was surprised one day by a knock on the door of his lonely farmhouse. A salesman from the "Lazypeel" Potato Peeler Company stood outside. "Whatever you're selling, I'm not buying," growled Mr. Goatman.

"Let me give you a demonstration of this fantastic potato peeler, free of charge," said the salesman. "I'm convinced you'll find it so useful that you won't be able to do without it."

Mr. Goatman didn't want any demonstration, and intended to peel his potatoes with a knife as he had always done. The salesman, however, would not give in. He had a whole sack of potatoes with him, and promised he could peel every one in five minutes with the "Lazypeeler." The salesman carried the potato sack into the kitchen and emptied it into the sink. Then he turned to Mr. Goatman and said, "Now, if I don't peel all these in five minutes. I'll eat my hat. Where's the best place to plug in the peeler?"

Mr. Goatman smiled slowly as he replied. "I hope you will enjoy eating your hat."

Question: Why was Mr. Goatman so sure the salesman wouldn't be able to peel the potatoes in five minutes?

7. *Identify*

In each of the four conversations, the vocabulary is limited and similar. Meaning is conveyed through tone of voice, body language, timing and expression (e.g. excitement, fear, disappointment, suspense).

In each case the students listen in order to:
a) identify A and B
b) explain the connection between them
c) identify place, situation, etc.
d) identify the man in brown
e) state whether he is aware of A and B.

(Some possible situations given by the class: (1) is at a rock concert, the man in brown is a teen-age rock idol, (2) a "shiduch" has been arranged at the Hilton hotel (the man in brown) but he does not meet the young ladies' approval, etc.

1. A: Hey, that's him, isn't it?
B: Hm? Where?
A: Down there. In brown...
B: But it can't be!
A: That's what I thought. But he's got exactly the same...
B: Wait, I'll try and get closer...

2. A: Well, I suppose that must be him.
B: I suppose so.
A Not quite what I expected...
B: No... not really. Perhaps...
A Hold it... Yes, yes it's him all right. Remember...

3. A: There he is.
B: Where?
A: Over there. He's over there. Look.
B: Him!
A: No, the other one. In the fawn coloured...
B: Oh, *that's* him!

4. A: Right, he's here.
B: Where?
A: Outside.
B: Which one?
A: You'll see. He's wearing brown.
B: Anything else?
A: No... But when he looks at you, he looks like *this*.

The above exercises give examples of some types of exercises used. In each case, the underlying structure of each exercise can be adapted to the level of the class. It is especially important that when reading is used as an auxiliary skill, the level should be such that reading difficulties do not distract the student from practising listening skills.

SECTION B

The intermediate section of the programme consists of work-sheets based on controlled listening combined with the use of video films. It provides a stepping-stone to the third stage, and is described by Laureen Rabbe and Elaine Hoter below:

A COMPREHENSIVE UNIT ON ISAAC BATSHEVIS SINGER

This unit contains original material including a video-interview with Batshevis Singer, an excerpt from his writings and an excerpt from a newspaper interview with Batshevis Singer. Prepared, piloted and edited by ELAINE HOTER and LAUREEN RABBE

Background. Following a request from the Ministry of Education to include Listening Comprehension within our curriculum, one of our teachers (Elaine) took it upon herself to look into the matter further. She proposed that the video could be a more realistic media for preparing our students to understand a university lecture. Several "controlled listening comprehension" exercises combined with a video were successfully piloted. Basically, controlled listening comprehension is a stage before "free" note-taking. The students have structured work sheets to fill in while listening and viewing.

The success of these initial experiments led us to devise a more advanced and comprehensive use of the video, the result of which is this unit on Isaac Batshevis Singer.

Preview Homework and Lesson I

Reference skills — students were asked to go to the various libraries and to collect information on Isaac Batshevis Singer.

Lesson I

1) categorizing information — The students pooled their information on Batshevis Singer and this was written up on the board in chronological order.
2) *Oral skills* — role play — interviewer-interviewee situation was created within the classroom using the information from the board and the imagination of the students.

Lesson II

1) In video studio — *Controlled Listening Comprehension and free note-taking* (see attached appendix sheet A).

   This work sheet was handed out and previewed before the actual viewing and the students were required to take notes during the programme.

2) Homework:

Reading skills — now following a positive exposure to Batshevis Singer, the students were required to read the first 3 pages of the story *Yentl the Yeshiva Boy* (not reprinted in this article).

Lesson III

Reading comprehension — the story was re-read with the class and a discussion of how this story is related to his overall views ensued.

Lesson IV

Scanning and Comprehension — the students were presented with extracts from an unsimplified interview with Batshevis Singer which appeared in the *Jewish Spectator* (not reprinted here). The class was divided into groups and each group had to read the three questions set (not reprinted here) and decide where (in what paragraph) they would find the answers to these questions. Each group was then given one of the questions to answer in detail. Each group then presented their answer orally to the rest of the class. The unit culminated in a lively discussion on Batshevis's views on the role of women.

Evaluation — students were asked to evaluate the unit. The overall response was extremely favorable.

BASHEVIS SINGER

INTRO EXERCISE

A. STUDENT WORKSHEET

Put a number in the box according to which order Dick Cavett mentions the following:

☐ writes in Yiddish
☐ autobiography
☐ lives in New York
☐ roots in Jewish Polish tradition
☐ the Jewish Daily Forward

Questions to think about:

1. Why didn't Cavett read Singer's books until recently?
2. Who has translated Singer's books into English in the last 20 years?

Notes (write in Hebrew) using the following topics: *Poland, Supernatural, Vegetarianism, Ten Commandments, Jewishness, Style of Writing, Pessimism, Afterlife, Yiddish, Born writers.*

Discussion: What themes or words recur — *demon, pessimism, supernatural*

SECTION C

The eventual aim of the listening comprehension programme is to enable the student to listen to a lecture in English and take notes, by means of which he will later be able to reconstruct the important aspects of the lecture.

A lecture was given to students of various levels and 3 worksheets were tested (A, B, and C). These were collected from the students immediately after the lecture.

It would appear that the most helpful worksheet was B, which gives an outline of the lecture and leaves the student to fill in details.

Follow up

The outline was written up on the board, and the class invited (the following day) to reconstruct the lecture. In a very weak class the students were able to do so with full understanding and a wealth of detail.

Indications

Additional training of this nature could be directed towards teaching students to create their own outlines while listening to the lecture, listening for key words and structural clues. (The A students were able to do so, using worksheet A which supplies only minimal clues.)

The next step will be to test comprehension of the same lecture taped, in order to assess differences in recall in the absence of cues such as facial expression.

Speaker's attitude

Very few students filled in the section on attitude. This is a skill that can be taught. In the follow up, the teacher pointed out how attitude could be assessed by listening for personal anecdotes, use of irony or humour. The class was quickly able to realise that, in this lecture, the facts presented were such as to give a balanced support both for the against apartheid. Only the anecdotes indicated bias.

WORKSHEET A: This worksheet was used with better classes and later with all classes.

APARTHEID

Section A — Background

1. ....
2. ....
3. ....
4. ....
5. ....

Section B — Effects of Apartheid

1. ....

2. ....
3. ....
4. ....
5. ....

WORKSHEET B: Use with intermediate classes.

APARTHEID

Section A — Background

1. Definition ....
2. Is South Africa a democracy?
    a) Yes: reasons ....
    b) No: reasons ....
3. Three racial groups ....
4. Historical background ....
5. The situation today ....

Section B — Effects of Apartheid

1. Whites ....
2. Coloureds ....
3. Blacks ....
4. Arguments in favour of Apartheid ....
5. Conclusions (including speaker's attitude) ....

WORKSHEET C: Used with the weaker classes; it was found to be confusing and was later discarded (page 2 only).

Section B — Effects of Apartheid

1. Whites ....
2. Coloureds ....
3. Blacks.
    a) Politically ....
    b) Housing ....
4. Arguments in favour of Apartheid. (a) Comparison with other African countries ....
5. Conclusions (including the speaker's attitude) ....

EXTENSIVE READING:

Extensive reading materials followed the Listening Programme, in order to reinforce vocabulary from the lecture. Concomitantly, it was found that the lecture provided context and background which facilitated the reading of material on a significantly higher level than the students would normally be capable of handling had they lacked the context. Thus the listening comprehension programme, on all levels, reinforces reading skills.

(*Editor's note:* the reading materials consist of poems and articles on the subject of Apartheid, not reprinted here because of shortage of space.)

NEWS FROM THE INSTRUCTIONAL TELEVISION CENTRE

by *Sionah Kronfeld, Dvora Ben Meir, Sheila Been*

English by Television is intended to help pupils to learn English. However the English Team at I.T.C. has always felt that it also serves a very important function as an In-Service Teacher Trainer. Through utilization of the material teachers become aware of new trends in learning English as a Foreign Language. Unfortunately, over the last few years budgetary restrictions have prevented us from renewing some of our series as often as we would have liked, and so today some of them are indeed "burnt out". However we *have* kept up to date in the skills of listening comprehension. Since this issue of the E.T.J. is devoted to Listening Comprehension, we would like to present a brief description of the Listening Components in our courses that are currently available.

"ADVENTURES IN LISTENING"

The need for materials which aim to develop Listening Comprehension skills for our learners, from the early stage of their English studies, has long been felt. Listening Comprehension, in the true sense of the term, means not only understanding the content of what the speaker is saying but also his/her intentions and attitudes. In order to attain this type of understanding, learners need to be exposed to English in a variety of accents and with the natural speed, rhythm and intonation of an average English speaker engaged in ordinary conversation in real-life situations which enable the learner to draw on his/her own knowledge of the world. *"ADVENTURES IN LISTENING"*, recently produced by the Instructional Television Center, is an attempt to meet this long-felt need.

Acquiring the Listening Skill — How?

Listening effectively is a skill which has to be *acquired*: it does not "take care of itself". We can help our learners acquire this skill —

a) by getting the learners involved in the material — both mentally and physically; this means introducing the theme of the cassette unit and encouraging them to think in and around one area of interest (set induction).

b) by assigning BEFORE-LISTENING tasks and WHILE-LISTENING tasks which are meaningful and interesting to the learners.

c) by providing visual support, such as pictures, grids, forms, maps, plans, lists, advertisements, reports, diaries, articles, etc., which will help the learners perform these tasks.

d) by training our learners to listen for specific information, to ignore irrelevant details, to exploit redundancies, to deduce and infer, etc.

e) by conveying the message to our learners that it is not essential to understand every word in order to comprehend what the speaker is saying.

"Adventures in Listening" — for whom?

"Adventures in Listening" provides the Listening Comprehension component, hitherto lacking, in the "Gabby and Debby" / "Debby in Hospital", 7th Grade series. Hence, the situations and characters of the cassette units are directly or indirectly connected with the telecasts and the Regular Edition Pupil's Books of the above series. For example, the cassette units (a) The Group and Their Clubhouse, (b) Weather Report, (c) Reports from the Mine are directly connected with the telecasts (a) The Wrong Treasure, (b) The Flying Doctor, (c) The Rescue, whereas (1) Helping Tony Find the Way, (2) Looking for a Job, (3) Changes in the Museum, among others, are connected with the Pupil's Book — (1) Unit B, The Flying Doctor, (2) Unit C, The Rescue, (3) Unit E, Stolen Paintings. Other cassette units are indirectly connected with the series, since they deal with the characters appearing in them, e.g. Choosing Gifts (Uncle Max — "Secret Room"), Visitor's Guide to Gillman Hospital ("Dr Benjamin"), Mike Gets Information ("Mike"), etc.

Although "Adventures in Listening" was primarily produced for 7th Grade learners, the materials will prove beneficial to pupils in higher Grades (provided they are familiar with the series), since the language of the cassette is simulated/authentic (not structured and graded) and the activities involved will appeal to a wide range of age-groups. Moreover, "Adventures in Listening" will be especially helpful to the weaker pupils in general and the slow readers in particular, whose understanding of English is usually much greater than his/her ability to produce. In these cases, reading the instructions aloud or explaining them in the Mother-Tongue could help the slow-reader and the weaker pupil not only to acquire the listening skill, but to become an active participant in class. "ADVENTURES IN LISTENING" caters for a wide range of learners at various levels.

The Nature of the Series

— The language is authentic, not graded and structured.
— The situations are simulated/authentic.
— The materials are task-oriented not question-oriented.
— Their purpose is to help learners understand, not test their understanding.

Objectives (as manifested in the 18 Units)

1. Listening for specific information and ticking items off a list, filling in a grid, filling in a form, filling in names, taking notes while listening.
2. Developing "listening tolerance": drawing conclusions only after getting the correct information.
3. Learning to ignore unnecessary details.
4. Listening to find a solution to a problem.
5. Learning to solve a problem by the process of elimination.
6. Learning to draw conclusions by reading a grid.
7. Following directions (map/plan) and following instructions (recipes).
8. Listening in order to check oral information against written information.
9. Learning to extract essential information from a script with no pauses, fillers or other common redundancies.
10. Learning to pay attention to tone and intonation to interpret intentions and attitudes (e.g. At what point does X become angry/impatient, etc.?).

The visual support on the worksheet consists of grids, maps, building plans, pictures, advertisements, forms, diaries, reports and articles, all of which contribute towards achieving the above objectives.

Components

For pupils: "ADVENTURES IN LISTENING" booklet containing 18 worksheets, accompanying the 18 cassette units connected with "Gabby and Debby" / "Debby in Hospital"; also lyrics of four songs.

For teachers:

1. Gabby and Debby cassette (9 units and 4 songs)
2. Debby in Hospital cassette (9 units)
3. Teacher's Booklet (Pupil's Booklet and inserted coloured pages containing suggestions for utilising each cassette unit).

PLEASE NOTE:

The thematically-based cassette units have been placed according to the order of the telecasts. However, this does not indicate that the cassette unit must be used simultaneously with the other components (telecast/book) of that specific series unit. Since the cassette units differ in the length of recording, the number of speakers, the complexity of the task and in their objectives, it is up to the teacher to decide at what stage of the learning process and in what order to introduce each cassette unit.

HELPFUL HINTS

— draw on the pupils' own knowledge before starting any activity.

— encourage pupil-involvement (My Choice)

— develop pupils' expectations before listening.

— use the "stop" button to encourage educated guessing.

— clarify concepts.

— make sure pupils know what they are listening for before starting the tape.

— advise pupils to use a pencil, not a pen.

— suggest to weaker pupils that they write names etc. in Hebrew or Arabic.

— refer learners back to the cassette to verify answers.

— integrate the four skills if possible (See: The Rescue, Choosing Gifts, A Day Out, etc.).

Teachers will undoubtedly wish to expand on the suggestions for utilisation provided on the coloured pages of the Teacher's Booklet. These activities will of course focus on the overall objective of the materials, i.e. developing Listening Comprehension Skills which do not necessitate understanding each and every word uttered on the cassette.

ACTORS WANTED — Intermediate Levels

ACTORS WANTED is a jigsaw listening activity — that is, it is an activity in which each member of a group is responsible for extracting different pieces of information from a recorded conversation. Thereafter, each member has to share his information with the other members of the group. It is only after the information has been pooled that each member has enough data to solve the problem. The listening data consist of two conversations between a TV Director and his assistant. In the first conversation we hear a discussion of the people who have auditioned for the parts. In the second conversation, the director tells his assistant exactly what qualities he is looking for. The listeners are then invited to work out who should get each part.

This activity is one of two "communication games" that are intended for less-able 9th Graders or more able 8th Graders. The second activity, THE PARTY GAME also involves problem-solving (but not listening) and is made-up of 4 steps. Each step provides different kinds of data and brings the player one step nearer the solution.

Each package includes a detailed TEACHER'S GUIDE which explains both the principles on which the games are constructed and how to prepare the material for classroom use. In addition, ideas are suggested for warm-up activities to accustom pupils to group work, and detailed instructions for making and playing a vocabulary game called WORD RUMMY.

HERE, THERE AND EVERYWHERE — Upper Levels

The course HERE, THERE AND EVERYWHERE, constructed jointly by The Instructional Television Centre and The English Language Materials Project (ESH) of Tel Aviv University, is a multi-media course consisting of telecasts, Pupils' Books, audio-cassettes and Teacher's Kits. The obligatory components are the Pupils' Books and the Audio-cassettes. Hence, listening comprehension is an integral feature of the course.

There are 4 Pupils' books: *Different Viewpoints* (accompanying the telecast *Big Henry and the Polka Dot Kid*), *Out On Your Own* (accompanying the telecast *Snowbound*), *Along the Way* (accompanying *Angel and Big Joe*), and *On the Move* (accompanying the telecasts *Boots, I'm Looking for Volunteers* and *An Old Man with a Suitcase Full of Books*). Each book is accompanied by an audio-cassette. Thus, there are almost 4 hours of listening comprehension activities.

The listening data are scripted but approximate authentic speech. They include a very large range of text-types e.g. instructions, formal and informal interviews, songs, monologues, quizzes, explanations, contrasts in Register. The tasks also cover a very wide range, for example selecting and ordering information, note-taking, information transfer, aural cloze, problem-solving, inferential-listening, global listening, following instructions etc.

Teachers report that the listening tasks are easy to implement and that pupils react very positively. The Teacher's Guide also offers detailed suggestions for utilizing the cassettes at different levels.

HELLO ISRAEL — Advanced Levels

HELLO ISRAEL is a New Series of telecasts intended for Bagrut level pupils, and is particularly suitable for developing listening skills and stimulating discussions.

The series consists of 15 telecasts of approximately 15 minutes each. Each telecast usually comprises 2 or more segments on related themes. The series deals with Israeli people, places, and issues and includes a variety of formats: Voice Over commentaries, straight interviews, and interviews interspersed with narration and monologues. The language is authentic and is spoken by a number of native speakers; in addition, a number of speech segments by non-native speakers are included.

The series covers a wide range of topics as the following titles indicate: *Have You Been There?* (3 telecasts about historical sites in Israel), *Unusual Occupations, Art and Atmosphere, Science and Music*, 2 telecasts about Jerusalem: *Jerusalem Through the*

Ages, and *Looking at Jerusalem, New Israelis, Our Home-Grown Holiday, It's Part of Life* (about the army), *Sports Spots* (unusual sports played in Israel), *Mysteries* (the man with electric hands, fortune-telling and a magical road near Jerusalem), *Democracy in Israel* (well-known personalities and some University students express their views), *Women in Israel* (Women in society and women in the army).

This year, 1984/5, HELLO ISRAEL is being broadcast without Support Materials. However, during this period a Teacher's Guide is being constructed in cooperation with teachers who are using the material on an experimental basis. The teacher's guide will contain:

- — A list of vocabulary items.
- — Suggestions for pre-viewing activities which will prepare pupils linguistically and create motivation for viewing.
- — Suggestions for listening tasks during viewing. Hopefully these will help pupils to listen for main ideas, for selected information, to guess from context, to tolerate uncertainty, and to exploit visual clues as aids to comprehension.

Suggestions for post-viewing activities such as discussions, role-playing, reporting. Reading material might be included and writing assignments offered.

We would like to emphasize that "listening" is seldom isolated from "seeing". With the exception of telephone conversations and radio broadcasts, we usually "see" as well as "hear". Moreover, it is important to expose and sensitize pupils to the kind of English they are likely to hear in the real world and to the white noise that learners find so disturbing. The medium of Television seems to be particularly suitable for doing just this.

So far, many teachers have shown interest — especially those teachers who have access to closed circuit video. The Instructional Centre provides a copying service for teachers who would like to purchase some or all the telecasts. We invite teachers to "try out" the series and send us feedback. We are interested to know pupils' reactions to specific telecasts, and we would appreciate detailed information regarding any activities that "work".

LETTERS TO THE EDITOR

"GABBY AND DEBBY" AT THE ISRAEL MUSEUM

Sir,

When visiting the Israel Museum's exhibition of pre-Columbian artifacts recently, I overheard a mother beginning to explain to her daughter about the pottery, arts and crafts of Peru before the time of the Spanish conquerors. The daughter interrupted her impatiently — "Yes, I know all about that. We learnt about it during our lessons on "Gabby and Debby" in school.

This is a delightful example of the general educational influence of our work as foreign language teachers on the general educational development of pupils and the broadening of their cultural and intellectual horizons.

Yael Klein, Tel-Aviv

TECHNICAL ADJUSTMENT IN THE BAGRUT EXAMINATIONS

Sir,

I would like to comment on the 1984 Bagrut paper, both as a teacher and as an examiner. The paper is certainly a good one, in my opinion; I would like to comment on various technical problems, which can be overcome without introducing any basic changes into the overall structure of the examination.

As a teacher, my only complaints regard the time that the student is allotted for the various test papers: I have one suggestion which will make the test more efficient and fairer to the student at the 5-Point level. I continually find students groping for extra minutes in the first part of the paper and handing in the second part of the paper early! In this case, I would suggest one of two solutions: (i) the entire test can be done in one unit of four hours, thus enabling the student to allocate the amount of time that he sees fit to spend on each section of the test; or (ii) if this solution cannot be adopted, one of the exercises now appearing in the first part of the test should be moved to the second. If the Listening Comprehension or the Interrogative dialogue (and at the same time the 15-word cloze were interchanged with the 10-word cloze) were moved into Part II, we would be helping many students raise their scores in the examination.

As a Bagrut examiner of many years standing, I find myself frustrated and even confused when correcting the 5-Point paper. There is an ever-increasing number of questions in the paper in which I am forced to make what I consider an unfair decision: I am allowed no leeway for an answer which is only partly right and which has a maximum of one point. Examples of the problem are numerous and I will quote several, each with its own confusing aspect.

a) Questions with two parts, e.g. "State the two meanings of 'race'" or "List the three athletes mentioned who were not disqualified and their country of origin". Many answers, of course, are half-right but I cannot give half credits. In the second example, many students wrote "Abele Bikila, African". This answer is, strictly speaking, not absolutely correct, but I am not given enough leeway and have to take off a full point for it.

b) Content vs. language in Reading Comprehension, e.g. "He did not wore shoes" or "by allowed her name and picture to appear" "Amateurs are not receiving payment". Is it fair to take off full credit for a correct Content response when the main object of that particular part of the paper is to test Content?

c) Questions on the Reading Comprehension passage involving inferences where the student has clearly understood the passage but has not realized the exact inference to be drawn from the text, e.g. "Zatopek was 'laughing and joking' because he was...". The answer varied from "sure he would win" to "making fun of the others" to "not even tired" or even "trying to show off his great strength". Do they all deserve full credit? Do the last two or even the last three deserve zero? Are they on equal footing with not answering at all?

d) Succint answers vs. flaws in expression, e.g. "Although they won, they..." — "did not get the prize" as opposed to "they were not good enough to get the prize". The second answer is clearly flawed but does it deserve no credit at all? A similar example is "They went up one place because..." — "Thorpe's official places were disqualified" as opposed to the succint answer "Thorpe was disqualified".

e) Spelling in the Cloze, e.g. "trucks are not *permited* near the Tower". According to the strict rules of marking, this answer deserves no points, but does it compare in value to a blank space or the answer "trucks are not *driving / parking / moving* near the Tower"?

f) Incomplete questions in the interrogative dialogue: the rules instruct the student to "write complete sentences" and not to use "abbreviated forms like 'Why?' or 'How Come?'" but what is the tester to do with "Why Tel Aviv and not Jerusalem?" or "What about Spring?" Can a tester, in all sincerity, give zero credit to these responses?

g) Errors not specifically concerned with the testing point. With the latest additions to the examination (i.e. the Interrogative dialogue and the Sentence transformation), examples are rampant: "Whould you like to go in May?" or "Would you like to go on May?" or "How long do you suggest me to stay there?" or "Will may be good for you?" or "He used to travell a great deal," or "because of it's departure" or "the bus departure" or even "Pocket calculators cost less then they used to". When and where should the tester deduct?

h) More correct answers, e.g. "Where should I start the trip from?" as opposed to "From where should I start the trip?" or the debatable "For how long should I stay there?" (I will never be convinced that this is proper English; it seems to be Hebrew influencing the teacher as well as the student), or "We did not get there on time because of the late arrival of the train" as opposed to "The arrival of the train was late so we did not get there on time".

In my opinion, many of the problems facing the examiner can easily be solved by marking the entire 5-Point Bagrut on the basis of 200 points and dividing the total by two. The problems would almost cease to exist in the 5-Point paper just as they ceased to exist in the 4-Point paper when it was decided to ignore grammatical mistakes in the Reading passages, ignore spelling mistakes in the Cloze exercises and allot two points to each question in the interrogative dialogue. If the examiner could give zero, one or two to all these problematic exercises in the 5-Point paper, he would do more justice both to the student being evaluated and the reliability of the test itself. Grades in the test papers would not necessarily be higher — just more fairly determined. The system is not foolproof and care must be taken by the Ministry, even if the system is adopted, not to encourage half credits to wrong answers. Responses such as "You had better watched your wallet" or "Trucks are not going near the Tower" or "They turned the book to a film" or "A professor go up" or the transformation of "The cake was not eaten" from the stimulus "Why didn't anybody eat?" would clearly be zero in the new system just as they are in the current one. In general, however, the examiner would have a much easier time determining the correct number of points to give and I feel that there would be less discrepancy among the various examiners, each of whom has his own priorities. Language is too rich and too complicated to be able always to judge as completely right or completely wrong. We must have the leeway of half answers, which a 200 point test will clearly give.

If this system is adopted I would also like to suggest a slightly different distribution of the 40 points which would then be allocated to the Composition:

(i) 10 points for simplistic structures without vulgar mistakes;
(ii) 10 points for enriched vocabulary;
(iii) 10 points for enriched structures showing real command of the language;
(iv) 5 points for spelling;
(v) 5 points for content and organization.

Yonah Rabin, Jerusalem

ORAL SURGERY

Sir,

"Just open your mouth. It will be over in a matter of minutes. Relax! No need for nervousness". Such stock assurances from dental surgeons are offered by another class of practitioner — i.e. examiners of Oral English — with about the same degree of effectiveness.

With one difference, however. Whereas the dentist's verbal introduction is accompanied by an infusion of a lulling liquid tranquillizer, there is little real relief that follows the examiner's efforts. Where is the "buffer" to lessen the initial shock of the propelled question? What grounding device can direct the electrical charge released by the contact of opposite poles?

Some ministers of mercy from the Ministry have come forth with just such a formula: PICTURES — as a medium for oral testing. My recent experience has convinced me of the efficacy of this procedure. The very fact that by this method we provide the student with a brief respite before he is called upon to speak entitles it to high marks for humaneness.

A legitimate recourse for avoiding the eyes of the inquisitor is awarded the examinee. Instead of resorting to unseemly kinetic maneuvering (nail-biting, squirming, shifting and coughing), he is simply asked to pick a few pictures from a batch, and then select one to his liking. After such a smooth send-off, conversation can focus freely — and where it leads, nobody knows. After all, the picture is only a launching-pad, from which conversation can soar upward beyond the field of gravity. Less gravity — that is its saving grace! A young Yardena of Beit Shemesh selected a picture of a giant water conduit of the National Water Carrier. A venerable Yemenite scribe at his craft was chosen by a boy whose grandfather engaged in the very same calling. Such coincidences both abound and divert as one goes along. I have witnessed the conversion of a chatecistic chore to an exciting adventure that carries one by twists and turns to terrains unknown.

Now to come down to earth again and take a few further steps. Why not broaden the picture idea? Why confine it to the examiner's collection? Why not have each class assemble its own — each student contributing from his field of interest, and upon which the oral test could be based? In preparation for same, the proud contributor could deliver a three-minute speech on his visual offering. Furthermore, couldn't the collection be exhibited on the walls to add interest and aesthetics — towards the end of term? In this way we could enlarge the picture idea.

Jacob Karsch, Jerusalem

OXFORD DICTIONARIES FOR FOREIGN LEARNERS

Sir,

I have much pleasure in sending you the following information about the following dictionaries intended for learners of English as a foreign language, and hope it will be useful for teachers.

Oxford Advanced Learner's Dictionary of Current English (OALDCE)

Extent:	1044 pages
Coverage:	c. 50,000 (headwords and derivatives)
Illustrations:	c. 1,000
Appendices:	10 (34 pages)
Examples:	c. 90,000
Grammar:	Verb patterns; Irregular verb forms; Consonant doubling; Irregular plurals; irregular comparatives and superlatives; Noun classes (indicated as uncountable and countable); Parts of speech.
Style:	27 categories used (listed at front of dictionary)
Specialist registers:	58 specialist registers indicated
Page design:	An informative variety of typefaces used to indicate elements in each dictionary entry.
Other features:	Special treatment of phrasal verbs. Indications of where to make sensible breaks in words when writing. American English spellings, meanings and pronunciations included where significant.
Comments:	The dictionary is appropriate for students at universities and teacher training colleges and in the top classes of high schools. The wide coverage of technical and literary English is particularly relevant. Definitions and examples will be understood by students who have studied English for at least five years.

(*Editors' note*: This dictionary may be used in the Bagrut examination).

Oxford Student's Dictionary of Current English (OSDCE)

Extent:	769 pages
Coverage:	c. 35,000 (headwords and derivatives)
Appendices:	4 (13 pages)
Examples:	c. 50,000
Grammar:	Irregular verb forms; Consonant doubling; Irregular plurals;

	Irregular comparatives and superlatives; Noun classes (indicated as uncountable and countable); Parts of speech
Style:	6 categories used
Specialist registers:	10 specialist registers indicated
Page design:	An economic format to ensure that the maximum information is conveyed as clearly as possible
Other features:	Special treatment of phrasal verbs. Indications of where to make sensible breaks in words when writing. American English spellings, meanings and pronunciations indicated where significant.
Comments:	The dictionary is appropriate for students in high schools. Particular attention is paid to the vocabulary that students are likely to encounter in subject matter appropriate to school level.

(*Editors' note*: This dictionary may be used in the Bagrut examination).

Oxford Learner's Pocket Dictionary (OLPD)

Extent:	439 pages
Coverage:	c. 17,000 (headwords and derivatives)
Examples:	Restricted to definitions where an example is essential for clarity.
Grammar:	Irregular verb forms; Consonant doubling; Irregular plurals; Irregular comparatives and superlatives; Noun classes (indicate as uncountable and countable); Parts of speech
Style:	6 categories used
Specialist registers:	9 specialist registers indicated
page design:	miniature format with rounded edges; designed for portability
Other features:	Special treatment of phrasal verbs; Indications of word breaks for writing; American English spellings meanings and pronunciations included where significant.
Comments:	The level of definition is similar to the *Oxford Student's Dictionary of Current English*. It is an ideal back-up dictionary for students at school level but because of its restricted coverage it should not be considered as an alternative to the *Oxford Advanced Learner's Dictionary* or the *Oxford Student's Dictionary*.

Oxford Elementary Learner's Dictionary of English (OELDE)

Extent:	298 pages
Coverage:	c 10,000 (headwords and derivatives)
Illustrations:	c 700
Examples:	Provided for most headwords and derivatives
Grammar:	Irregular verb forms; Consonant doubling; Irregular plurals; Irregular comparatives and superlatives; Indication of nouns that have no plural; Parts of speech
Page design:	Clear layout that takes into account the age and reading ability of students
Comments:	The dictionary is appropriate for able students in junior high schools who have studied English for at least two or three years.

Michael Daniell, English Language Teaching Department,
Oxford University Press

"THE WORLD OF ENGLISH"

Sir,

Further to my letter in the ENGLISH TEACHERS' JOURNAL, Number 30 (July 1984) about the books for Grade 12 "LANGUAGE EXERCISES" and "READING COMPREHENSION PASSAGES" by Lea Kirshenberg, I have been further mortified by my school's having ordered another textbook by this author, intended for Grade 9 — "The World of English" — although it too does not appear in the official Ministry of Education list of approved textbooks. I regret to say that this book suffers from the same faults as the ones mentioned above, even though it is meant for Grade 9!

If we take Unit One as an example, the Reading Passage is concerned with children quarreling at home before they leave for school — "My parents are in the kitchen trying to ignore the revolutionary atmosphere". This is a very strange expression — possibly idiolectal or possibly showing lexical interference from a third language. From the context, perhaps "rebellious" is meant, but the author has chosen an inappropriate lexical item in a textbook meant as a model for learners of English as a foreign language.

The exercises are all very mechanical and uncontextualized; there is no link between the exercises or even between different items in each exercise. And in a unit dealing with the Present Simple, the writing activity and some grammar exercises have instructions in the Present Perfect (i.e. not yet learnt!). Another writing activity asks pupils what they usually do on Saturdays — which for very many pupils is rather offensive.

The grammar exercises in this book for Grade 9 indicate the same kind of syntactic failings as the author's earlier books for Grades 11–12. Thus, an exercise on Tag-

Questions consistently presents the Tag as a separate sentence rather than as a Tag (e.g. her model example is "You dance very well. Don't you?" — and every sentence in the exercise likewise has a full stop and capital letter before the "tag", instead of a comma).

Other grammar exercises give mechanical practice in the interrogative in a form which the Israeli Ministry of Education long ago discarded in the Bagrut examination in favour of a meaningful dialogue. Whereas the accepted formula (which students should be trained in) today appears to have a "natural" conversation with the questions omitted, this book retains the earlier formulas — discarded because they were mechanical and uncommunicative — of "Write questions to which the underlined words are the answers". The author then has an exercise headed "WHO" where the answer she calls for is an isolated pronoun: "*I* hope this problem will be solved soon". The question itself is clear: "Who hopes this problem...?", but what is her required answer? It is "I", according to the instructions. This may be good Hebrew, but it is certainly not good English. Another example is "*I* do not think they are right." Question: "Who do (does) not think they are right?" Answer: "*I*". Only at the end of the Unit does she include full dialogues.

Lewis Cohen, Tel Aviv

BIASED DICTIONARY

Sir,

Macmillan recently sent me a complimentary copy of their latest *Student's Directory*. After perusing it I sent off a letter, a copy of which appears below, to their local representative in Athens, with a copy to their Head Office. I have no fault to find with the dictionary as such, though I would say the *Longman Active Use Dictionary* is a better buy.

However, at the end of the Macmillan dictionary there are two appendices entitled Currency Units, and Continents and Countries of the World respectively. The first lists countries and their currencies. Among the 120 or so countries mentioned I found Algeria, Bahrain, Egypt, Iran, Iraq, Jordan, Kuwait, (The) Lebanon, Libya, Morocco, Oman, Qatar, Saudi Arabia, (The) Sudan, Syria, Tunisia, Yemen (Arab Republic) and Yemen (People's Democratic Republic), all together with their major and minor units of currency. The second appendix lists Continent or Country and Adjective, person. This list is far longer and includes countries such as Andorra (population 1978 28,000), Belize (pop. 150,000), Gibraltar (Gibraltarian; pop. 30,000), Liechtenstein (pop. 25,000). Enough!

Sir, there is no mention of Israel, the shekel (inflated or deflated) or Israeli. In view of this base submission to the Arab boycott I suggest that teachers be advised not to recommend *Macmillan Student's Dictionary*, at least until the publishers acknowledge our existence.

Asher Harris, Pardess Hanna

Dear Ms Jones,

Somehow a copy of the Macmillan Student's Dictionary has reached me — "somehow" because I live in a country that doesn't exist... Apparently I am not a person either, and the stamp on this letter bears a currency which also doesn't exist. (Vide pp. 448 and 451). As a non-person I am not really able to terminate my connection with Macmillan, but that is what I would do herewith if I was me.

Faithfully,
Asher Harris

BRITISH COUNCIL COURSE IN ENGLAND

Sir,

I was one of the English teachers that was fortunate enough to participate in the course given this past Summer in London. The course, given by Pilgrims College, was an excellent experience and gave me many new ideas for teaching and making English teaching more fun and more fruitful. Our teacher, Cynthia Beresford, gave us very many ideas and made the whole course enjoyable and worthwhile. I would like to thank both the British Council and the English Inspectorate for making this course possible. I am sure that I am a better teacher now after having completed this course.

Debbie Kagan, Rishon Lezion

Sir,

Thanks to the English Inspectorate, I was able for the first time to speak English in an English-speaking country. It was truly a wonderful experience. The course was most informative, the people in the group were very warm and friendly although we did not know each other beforehand, and we very soon became very close friends. Our lecturer, Cynthia Beresford, was outstanding, a very unusual person. She invited us to her home in Canterbury one afternoon, a most memorable occasion.

Tova Zur, Tiberias

Sir,

I would like to express my thanks for the lovely Summer Course that was organized by the English Inspectorate and the British Council. It was very useful and very efficient.

The course was held in London, for foreign language teachers. It concentrated on practical subjects, like problem-solving through listening and reading; pair work and group work; the use of Drama, Mime and Music; correction techniques and new visual aids.

The course was so successful because we had a wonderful teacher, Mrs. Cynthia Beresford. She was very thoughtful and helped us to plan our free time and enjoy our stay in London.

Mrs. Rachel Speter, Jerusalem

Sir,

INTERNATIONAL JEWISH CORRESPONDENCE (I.J.C.) dedicated to linking the World's Jewish communities to one another so that we may all learn more about Jewish life and how it is lived in communities apart from our own; sponsored by the Canadian Jewish Congress.

Open to persons of all ages with special emphasis on students, singles, and retired individuals.

Since its creation in 1978, I.J.C. has linked over 1000 people with one another in over 20 countries worldwide.

I.J.C. would especially like to encourage those living in small or isolated Jewish communities to write in.

Although most communication is in English or French, persons outside North America may write in Hebrew, Spanish, Russian, German or any other language spoken by large numbers of Jews (e.g. Yiddish).

Address: I.J.C.
1590 Ave., Dr. Penfield
Montreal, Quebec,
Canada H3G 1C5

Attention: Barry Simon

I.J.C. will provide you with the addresses of individuals or organizations in the numbers that you request in the nations which interest you the most. As of 1983, the majority of names came from Canada, Israel and the U.S.A. In order for I.J.C. to match you with others, please write down all of the information requested:

1. Name and sex
2. Address (include postal code)
3. Date of birth (include year)
4. Languages you could use in writing
5. Hobbies, interests, ambitions or professions
6. Family
7. Minimum and maximum number of pen-pals
8. Age range acceptable
9. Sex of desired pen-pals if important
10. Countries from which you wish to have pen-pals
11. Degree of religious observance important to you.

Enclose a self-addressed envelope and two international reply coupons.
Barry Simon, Director I.J.C.

עלון למורים לאנגלית, מס׳ 31, ניסן תשמ״ה, אפריל 1985

תמצית המאמרים המופיעים בגליון זה:

INFORMATION FOR ENGLISH TEACHERS

בחינת בגרות בעל־פה חדשה (שיטת ה״סוללה״); ספרי לימוד חדשים; שידורי רדיו ללימוד האנגלית; הבחינה בהבנת הנשמע 1984.

THE NEW ORAL "BATTERY" TEST

שורת מאמרים על בחינת הבגרות בעל־פה החדשה (ה״סוללה״) אשר תהיה בתוקף משנת תשמ״ו: תיאור הניסוי, הרקע המחקרי, בתי הספר שניסו את הסוללה; הוראות למורים.

TEACHING LISTENING COMPREHENSION

שורת מאמרים על הוראת הבנת הנשמע לחינוך היסודי והעל־יסודי ובמכינה הקדם־אקדמאית; כמו כן מאמרים על ההיבטים הפזיולוגיים והבלשניים שבהבנת הנשמע.

NEWS FR[illegible] INSTRUCTIONAL TELEVISION

מרכיבי התכניות השונות בטלוויזיה הלימודית, בהבנת הנשמע.

LETTERS TO THE EDITOR

מכתבים למערכת על ליקויים בספרי לימוד, על קורסים באנגליה מטעם המועצה הבריטית, על מילונים באנגלית, על הצעות לשינויים בבחינות הבגרות, ועל התכתבות עם חו״ל.

משרד החינוך והתרבות
המזכירות הפדגוגית - הפיקוח על הוראת האנגלית

עלון למורים לאנגלית

(כולל "דפי הדרכה לאנגלית")

מספר 31

ניסן תשמ"ה, אפריל 1985

עלון
למורים
לאנגלית

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(INCORPORATING "ENGLISH TEACHING GUIDANCE")

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Number 32

December 1985

104

Teachers of English are invited to write short articles, reports and letters to the editor. Please write to "English Teachers' Journal", English Inspectorate, Ministry of Education and Culture, Jerusalem, 91 911.

"עלון למורים לאנגלית" מוצא לאור על־ידי הפיקוח על
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Number 32, December 1985

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Synopsis in Hebrew of the Contents of this Issue 106

INFORMATION FOR ENGLISH TEACHERS

Education for Democracy

EDUCATION FOR DEMOCRACY is the central educational theme for all schools for this school year; English, a language taught as a means of communication and therefore a subject which by its very nature focuses on human contact and mutual understanding, is eminently suitable for all school programmes educating for democracy and promoting democratic values.

In his Introduction to the Special Bulletin sent to schools by the Ministry of Education and Culture, the Deputy Prime Minister and Minister of Education and Culture calls for education for Jewish-Arab co-existence, in a spirit of peace and mutual respect, and an education which stresses the equality of Man, despite differences of opinion, community and nationality.

Following is a rough translation of some excerpts from this Special Bulletin of the Director-General (May 1985):

> "Education for democracy has always been a central and permanent component of Israeli education, in all its different frameworks and sectors. Of late, however, there has been a growing consensus that there is an immediate need to strengthen this Education for Democracy by means of a comprehensive, intensive and ongoing educational programme. This consensus has come about as a result of a number of events and phenomena in Israeli public life, which have been characterized by racism and antagonism to democracy.
>
> "*Racism and anti-democracy clearly are at variance with humanistic values; likewise, they clearly reject the essential roots of Judaism, the principles of Zionism and the Declaration of Independence. Racism and anti-democracy are therefore contradictions of the system of values according to which Israeli society lives and conducts itself.*"

This Special Bulletin calls upon educators to see the struggle against racism and anti-democracy as a "moral test for the people of Israel, who throughout history have known persecution, expulsion, hatred and discrimination and have always striven for humanism, peace, freedom and equality", and cites "freedom of expression and organization, the rule of law and equality before the law, social equality and social justice, majority rule and minority rights, pluralism and tolerance of others..." among the various aspects of Education For Democracy. The individual is called upon to commit himself to taking an active part in social, public and political life, to be involved in communal affairs, to defend the values of democracy against its enemies (Racism, Totalitarianism, Fascism, Chauvinism, violence, etc.), to reach political decisions rationally and to treat others as equals. Teachers are required to educate pupils to deal with any value conflicts that may arise: "although the school and the teacher thereby have the very difficult task of dealing with sensitive issues, this is preferable to evading conflicts and avoiding issues...

> "It goes without saying that in a framework of democratic pluralism the pupil is not called upon to give up his own beliefs, preferences and particular values, even if they do conflict with those of humanistic democracy, since in a democratic society there is no ban on beliefs and opinions; but in the event of conflict, civil rights deriving from the basic principles and processes of democracy are the determining factors by which one must abide."

Three types of activity are suggested in the Bulletin:

"1. creating opportunities for democratic experiences in school life;
2. in service teacher training to enhance teacher awareness and to equip teachers with the necessary information and tools and training in their use;
3. new curricular projects and adaptation of existing ones."

The Bulletin spells out the above principles in much greater detail and makes suggestions for a number of activities in both Primary and Secondary schools. Teachers of English are called upon to study the Bulletin carefully and to apply its principles and practical suggestions in their lessons and in their personal contacts.

Oral Bagrut Test: Special Reduced Syllabus for Summer 1986 Examination

(as published in the Director General's Bulletin, May 1985)

The minimum programme for the *Summer 1986 examination date only* is the following:
5 POINTS: 20 pictures, 15 roleplays, 10 group discussions
4 POINTS: 20 pictures, 10 roleplays, 8 group discussions
3 POINTS: 10 pictures, 8 roleplays, 4 group discussions

These pictures, roleplays and group discussions are to be taken from the booklet "Guide to the Oral Bagrut Examination" by Hazel Camron, available from GOOD TIMES, POB 3576, Jerusalem 91035 (Tel: 02-525353) and ERIC COHEN, Rehov Hankin 5, Raanana (Tel: 052-453206, 455345). In addition to these "prepared" items, examinees take part in an Interview and also "Make a Speech". Examinees at the FOUR and FIVE POINT levels discuss their Reading programme as part of the "Interview" station.

The full programme (as from *Summer 1987*) will be:

5 POINTS: 30 pictures, 25 roleplays, 20 group discussions

4 POINTS: 30 pictures, 20 roleplays, 15 group discussions

3 POINTS: 20 pictures, 12 roleplays, 8 group discussions.

For further particulars about the new "Battery" Oral Bagrut, see ENGLISH TEACHERS' JOURNAL, 31.

"The Plight of Soviet Jewry" by Carol Goldfus and Nomi Ballas

This booklet of readings is now available from the Curriculum Development Centre, Ministry of Education and Culture and is recommended for Grades 11 and 12; it is recognized as an option for the Non-Fiction Prose section of the Compulsory Reading Programme.

In addition to the educational value of the readings and their relevance to our students, the booklet also contains exercises in reading comprehension strategies. For further details, teachers should approach the English Inspectorate.

Other booklets shortly to be issued by the Curriculum Development Centre are:

SPEECH ETIQUETTE (תרבות הדיבור) by Valerie Yakar and Norman Tarshish: reading passages, communication activities and exercises (for Grades 10–12).

CAN I HELP YOU? by Rivka Horowitz and Brenda Liptz: textbook for very weak learners in Grades 10–12.

Full particulars will be sent to schools when these materials are ready.

Translation from English to Hebrew as an Option for the 6 Point Bagrut

Teachers are urged to consider Translation as an Option for the 6 Point Bagrut, as an alternative to the existing options. The textbook for this Option is "TRANSLATION FROM ENGLISH TO HEBREW: A COURSE FOR SCHOOLS" by E.A. Levenston, The Hebrew University of Jerusalem. This book will also be useful for teachers preparing pupils for the Reading Comprehension passage in the 3 and 4 POINT Bagrut (answers in the Mother-Tongue) and in general for all teachers of English, whose professional interests necessarily include the Contrastive Analysis of English and Hebrew and the problems of mother-tongue interference in foreign language learning.

Contents of the book are: Section One—Readings in Translation; Section Two—Themes in the Contrastive Analysis of English and Hebrew; Section Three—Annotated Passages for Translation from English to Hebrew (Introductions, Letters, Narrative, Expository Prose, Dialogue, Special Problems).

The book is available from GOOD TIMES and ERIC COHEN (see *Oral Bagrut* above for addresses).

Textbooks for Secretarial Classes

LOOKING FOR A JOB and TRAVEL ARRANGEMENTS are two booklets in the OFFICE SITUATIONS series, written by Talia Glass and Nava Horovitz and published by the Institute for Teaching Aids, Brodetsky 43 (POB 17168), Ramat Aviv, Tel: 03-223711.

Other titles in this series, already published, are: IN THE OFFICE, THE RECEPTIONIST, DIRECTIONS, LETTER WRITING, HANDLING MAIL, FILING, OFFICE SUPPLIES, and THE TELEPHONE. Each booklet is a complete unit in that it deals with a specific part of office work. The material is graded and based on realistic office situations. Each booklet is both a textbook and a workbook and includes a wide range of activities: reading exercises, writing exercises, dialogues, word games, oral practice and Listening Comprehension exercises. This series constitutes the "Technical Language" syllabus for the GEMER level for the Secretarial-Clerical Trend.

Pupils preparing for the 3 POINTS Bagrut, Secretarial and Management Trend, study the book MODERN OFFICE GUIDANCE by Nava Horovitz and Talia Glass, published by the Centre for Technological Education, Holon (Tel. 03-811181), as well as the OFFICE SITUATIONS series above.

The English Curriculum for Schools

This Curriculum (Grades 5–12) is available from "Maalot" publishers. Every teacher should have a copy of the Curriculum, and Teacher-Trainers and Teacher-Counsellors should also ensure that their 'charges' have a copy. The Curriculum is an indispensable part of the programme for studies for Teacher-Training (Pre-Service and In-Service). The address of the publishers is: Carlebach 29, Tel-Aviv (Tel: 03-284191). Individual copies of the Curriculum can be obtained from the branch of the publishers at Rehov Yavneh 7, Tel Aviv.

Newspapers in Simplified English

The GOOD TIMES Publishing Company issues the following monthly newspapers:
ABC TIMES — for Grades 5, weaker 6, good Grade 4.
SUNSHINE — for Grade 4.
JUST FOR YOU — for Grades 6 and weaker 7.

GOOD TIMES — for Grades 7, 8, 9.

Address: GOOD TIMES, POB 3576, Jerusalem 91035. Tel: 02-525353.

THE JERUSALEM POST publishes the following monthly newspapers:
HEY, THERE! — for Grades 7–9 and less advanced older students.
STUDENT POST — for Grades 10–12.

The address of the publishers is: THE JERUSALEM POST, POB 81, Jerusalem 91000. Tel: 02-551616, Ext. 218.

Publications Available from the National Pedagogic Centre

To order the following material, telephone first to check the current price — 02-238331, 02-238334, 02-238348. Payment is by means of Post Office Bank Account 0-10410-5, payable to "National Pedagogic Centre, Ministry of Education" (המרכז הפדגוגי); send a copy of the receipt to Mr Ezra Mizrahi, National Pedagogic Centre, Ministry of Education and Culture, Jerusalem 91911. Remember to indicate which publication you are ordering and the name and address to which it is to be sent!

JEWISH FESTIVALS: suggestions for teachers Grades 5–9 (not a textbook for pupils)
ENGLISH SONGBOOK: songs and explanations, Primary and Secondary levels
CASSETTE — ENGLISH SONGS: Cassette of songs above
CASSETTE — LISTENING COMPREHENSION BAGRUT TESTS (1979– 1983)

Alphabet and Cognates Charts for Beginning Classes: Repeat Notice

Wall Posters and Pupil's Cards are available from GOOD TIMES, POB 3576, Jerusalem 91035; teachers should telephone in order to check the current price (Tel. 02-525353). The ALPHABET CHART contains capital and lower-case print letters and lower-case "script" handwriting letters (N.B. "Script" handwriting is the officially recommended style to be taught in Israeli Primary schools). The COGNATES CHART contains letter-sound correspondences, all illustrated (e.g. Bb=banana), with the word whose initial letter is the sound of the letter being as far as possible a Hebrew-English cognate; each word is accompanied by a picture of the "object".

Publications of the English Inspectorate

Apart from the ENGLISH CURRICULUM (see separate notice), publications of the English Inspectorate are available from the following addresses:

"ATLAS" Distributors (by post or "on the spot" sales): Rehov Shushan 4, Jerusalem (Tel: 02-226046), Rehov Tshlenov 49, Tel Aviv (Tel: 03-378901); Eric Cohen (by post or "on the spot"), Rehov Hankin 5, Raanana (Tel: 052-453206, 455345). The publications are also available from "Battelheim and Tamir", Nordau 34, Haifa (Tel: 04-641066). Please check the current price and postage.
Available publications are:

ENGLISH TEACHERS' JOURNAL, No. 31 (April 1985)
ENGLISH TEACHERS' JOURNAL, No. 30 (July 1984)
ENGLISH TEACHERS' JOURNAL, No. 29 (December 1983)
ENGLISH TEACHERS' JOURNAL, No. 28 (July 1983)
ENGLISH TEACHERS' JOURNAL, No. 27 (September 1982)
TEACHING ENGLISH TO LESS-ABLE LEARNERS
BAGRUT EXAMINATIONS 1979–1983 (reprint)

See separate notices in this issue of the JOURNAL for the distribution of the "GUIDE TO THE ORAL BAGRUT EXAMINATION", the textbook "TRANSLATION FROM ENGLISH TO HEBREW" and materials published by the National Pedagogic Centre. A collection of past GEMER examination papers is also available from GOOD TIMES publishers and ERIC COHEN Ltd.

Jerusalem TEFL Conference, July 1985

The "big event" of the past school year was the International TEFL Conference, which took place at the Hebrew University, July 15–18, 1985 and was attended by nearly 1000 participants from Israel and abroad. Some papers presented at the Conference are published in this issue of the JOURNAL; others will be published in future issues. Readers are referred to the article in this issue of the JOURNAL by Dr Elite Olshtain, Chairman of E.T.A.I. (English Teachers' Association of Israel) for a full description of the Conference and its implications for English teaching in Israel. Special thanks are due to the British Council for their invaluable assistance in arranging the Conference, and indeed in general for their advice and help in English Language Teaching in Israel.

Listening Comprehension Test: Bagrut Examinations Summer 1985

Following is the text of the Listening Comprehension Bagrut test, Summer 1985, together with the questions and multiple-choice answers. The test on this occasion (as in 1984) was in the form of a conversation rather than a "lecturette", but this will not necessarily be the form in future tests.

Good morning.

You are about to hear a discussion between my friend Jack and me (my name is Jill) about the physical punishment given to pupils in American schools. "Physical punishment" means being beaten, being hit hard, by teachers because of bad behaviour. It is also called "corporal punishment", because the word "corpus" in Latin means "the body", so it means "punishment given to the body". Are you ready? Good!

Jill: Hallo, Jack. What's that book you are reading?

Jack: Hallo, Jill. It's good to see you again. This is really a shocking book, all about corporal punishment in American schools — you know, teachers hitting pupils with their hands or a belt or a cane or even a thick piece of wood.

Jill: It must be a book about the history of education, probably what used to happen a hundred years ago — the time of Tom Sawyer, Huckleberry Finn and other children in American literature.

Jack: Oh no, that's where you are mistaken. It is about schools today. This book claims that every year, American school officials (that means teachers, Principals, Inspectors and others). American school officials hit over one and a half million children — they hit them with their hands or, usually, with a wooden board. And the main reason for being punished physically like this — because pupils talked back to a teacher or it was for fighting in the classroom or because they refused to do homework.

Jill: But that's amazing! I thought that corporal punishment was a thing of the past. I know for a fact that it is not allowed in Germany, Russia, Japan and Israel — and, I expect, in most other countries.

Jack: You're wrong — in Great Britain it is still used a lot. But in the U.S.A., corporal punishment is as much part of typical school life as is English or Mathematics. How many States are there in the United States of America? I'm not sure — 50 or 51. Well, 46 of these States allow the use of corporal punishment in their schools!

I said before that one and a half million pupils are physically punished every school year — that means one out of every thirty pupils in the whole country. The worst State is Florida — last year, one pupil in every eight was physically punished by being beaten with a wooden board.

Jill: So things haven't changed in the last hundred years. Surely there must be a lot of opposition to corporal punishment! I cannot believe that all Americans, and especially American teachers, are in favour of beating young children with a wooden board or even hitting them with their hands.

Jack: Of course not. The matter was even raised in the American Congress, but the opponents of corporal punishment lost; it is still legal, and as this book says, it is growing. Parents cannot interfere; the School Principal, the headmaster or headmistress — he or she alone decides whether or not a pupil is to be punished in this way.

Jill: I am sure that corporal punishment can cause serious physical injuries, especially if the person giving the punishment is very angry at the time.

Jack: Well, there's quite a discussion about that. Many doctors believe that the bones and the nervous system can be affected — and, especially, psychological damage can result.

Jill: Aha, I see on page 60 of the book — I've been listening to you of course Jack, but also reading at the same time, you know me — that a School Inspector in Florida says that no physical or psychological damage has ever been caused in Florida. This is because, he says, only the School Principal, not a teacher, may give the punishment. Teachers are only allowed to hit a pupil in self-defence (oh dear, I wouldn't like to be a teacher there). He also says that the Principal may only use a short, thin, wooden board — nothing else.

Jack: I haven't reached page 60 yet — I wish you wouldn't read ahead of me like that. Let me have a look. Ah yes, he also defends corporal punishment in his city by saying that another adult must also be present and that the Principal of the school may hit the pupil only on his backside — you know, where one sits down!

Jill: Well, I'd like you to know that I have read a newspaper article by a Professor of Education at Florida University — Florida, the same State we have been talking about — and he is the head of an organization of teachers who want to end all corporal punishment by 1990. Instead of punishing the individual pupil who behaves badly, they want to give rewards, give some kind of prize, to the whole class for good behaviour. This Professor says that one reason why schools are not effective today, do not work well, is because of the atmosphere of fear in them. In his view, corporal punishment leads both teachers and pupils to believe that violence is O.K., aggressive behaviour can be accepted.

Jack: I certainly wish him success and I hope this system of giving prizes for good behaviour rather than punishment for bad behaviour will work. Meanwhile, can I have my book back please?

LISTENING COMPREHENSION: QUESTIONS

Circle the most suitable answer, in the context of the passage you have just heard.

What was the book that Jack was reading about?

a) The history of corporal punishment in American schools.

b) Comparing school punishments in America and Europe.
c) Corporal punishment in American schools today.
d) Tom Sawyer, Huckleberry Finn and other children in literature.

One of the following reasons for physical punishment is NOT mentioned by Jack. Which is it?

a) Coming late to school.
b) Not doing homework.
c) Fighting in class.
d) Talking back to the teacher.

Besides America, which other country uses corporal punishment?

a) Russia.
b) Japan.
c) Germany.
d) Great Britain.

How widespread is the use of corporal punishment in the U.S.A.?

a) Most States use it.
b) A few States use it.
c) Only Florida uses it.
d) All the States use it.

What proportion of pupils in the U.S.A. are physically punished every year?

a) One in every eight.
b) One in every million and a half.
c) One in every thirty.
d) One in every fifty.

The Principal of the school decides whether a pupil should be punished physically

a) but he has to get the parents' agreement
b) and does not need the parents' agreement
c) after all the teachers in the school have agreed
d) if the School Inspector has also agreed

The School Inspector in Florida said that

a) corporal punishment caused physical and psychological damage
b) corporal punishment did not cause any physical or psychological damage
c) the bones and nervous system can be affected by corporal punishment
d) there might be physical damage, but certainly no psychological damage

The School Inspector said about Florida teachers that they

- a) may hit pupils only if pupils attack them first
- b) should give the corporal punishment, not the Principal
- c) must never hit a pupil with their hands, only with a wooden board
- d) should beat a pupil only on the backside, nowhere else

What is the Professor of Education's programme?

- a) To punish pupils behaving badly.
- b) To punish bad pupils and praise good ones.
- c) To give prizes for good behaviour.
- d) To make aggressive behaviour acceptable.

This Professor of Education in Florida

- a) agrees with the School Inspector on the matter of physical punishment.
- b) has set up a teachers' organization to strengthen discipline in schools.
- c) has explained in a newspaper article that corporal punishment is effective and educational.
- d) believes that violence in society is accepted because of corporal punishment in schools.

Computer-Aided Instruction for Teaching English

A number of programs for teaching English by computer (Computer-Aided Instruction) are now available for schools, for Grades 5–9. These programs have been produced by different teams, under the general direction of the Curriculum Development Centre of the Ministry of Education and Culture. Teachers wishing to use these programs are invited to contact the Committee for Computer-Aided Instruction for English, whose members are: Raphael Gefen, Chief Inspector for English, Ministry of Education, Jerusalem (Chairman); Tamar Feuerstein, English Department, Tel-Aviv University (Director); Dr Elite Olshtein, School of Education, Tel-Aviv University; Ilana Neumark, English Inspectorate, Haifa District, Ministry of Education; Pinchas Bechler, English Inspectorate, Rural Education Department, Ministry of Education; Pnina Rosenblitt, Boyer School, Jerusalem; Tsilla Krater, Renee Cassin School, Jerusalem; Professor Dov Spolsky, Bar-Ilan University; Dr Ben-Zion Barta, Chief Inspector for Computer Teaching, Ministry of Education; Benny Feinstein, Curriculum Development Centre, Ministry of Education; Louis Lorren, Curriculum Development Centre, Ministry of Education.

The next issue of the ENGLISH TEACHERS' JOURNAL will include a number of reports about these programs.

English-Teaching Centres in Schools

An increasing number of schools now have ENGLISH TEACHING (or LEARNING) Centres, and many teachers have expressed their interest in setting up such Centres in their schools. Teachers who have already set up these Centres are invited to send to the JOURNAL descriptions of their Centres, for publication in our pages.

New Publication in the Literature Syllabus

Kernerman Publishing Ltd have just re-issued, in one volume, the following four short stories: THE LEADER OF THE PEOPLE, by John Steinbeck; THE ENEMY, by Pearl Buck; MR KNOW-ALL, by Somerset Maugham; and THE SPLIT CHERRY TREE, by Jesse Stuart. In addition to the texts of the stories, the volume contains a glossary in Hebrew and Arabic (in the page margins), pedagogical introductions to each story, comprehension questions and other assignments on each page, vocabulary and cloze exercises, and other language exercises.

New Publication: Progress Tests — Communicating in English, Book I

This collection of tests by Dr Renée Vorhaus is meant primarily as a set of progress tests to follow each Unit in the textbook COMMUNICATING IN ENGLISH, BOOK I, by Joe Lison (Grade 10). A separate Teacher's Book contains the texts for the Listening Comprehension test passages. Teachers not using this particular textbook will also find the book useful as a set of achievement tests. Each Unit contains a Listening Comprehension test, a Reading Comprehension passage followed by questions (multiple-choice and open-ended), a Writing exercise, Language exercises (e.g. matching phrases and other vocabulary assignments), grammar exercises reviewing the grammar syllabus for Grade 10 as taught in this textbook, cloze tests, etc. Published by Kernerman Publishing.

Oxford Student's Dictionary for Hebrew Speakers — A.S. Hornby/Joseph A. Reiff

The learner's dictionary, particularly as pioneered and refined by the late A.S. Hornby, has become a standard educational tool for mastering a foreign language. Its advantages over an ordinary bilingual dictionary are well known: the superiority of definitions and examples over lexical translations, as well as the need for explanations of verb patterns, stylistic features and idiomatic usages. Using a monolingual dictionary is a mark of increasing competence in a foreign language.

However, regardless of how clear a monolingual definition may be, many foreign language learners have a distinct psychological need to be reassured that they have indeed understood what they have read. A quick gloss fills this need, and is often the factor to spur the student and foster motivation.

This new dictionary accommodates these principles in an innovative system described and hailed at the recent congress of the European Association for Lexicography in Leeds, England. The *Oxford Student's Dictionary of Current English* is reproduced with all headwords, sub-entries, idioms, definitions, grammatical and stylistic notes, and examples of usage. *In addition, each separate definition of headwords and sub-entries is provided with a Hebrew gloss.* This gloss does not reduce the need to read the English definition, but reinforces the comprehension of the English. The style of the Hebrew is not that of a standard Hebrew dictionary, but is more the kind of quick comment that an experienced teacher supplies.

The phonetic transcriptions of the original dictionary are missing from this "Hebrew Speakers" version. For pronunciation purposes, a computer floppy disc containing all headwords recorded in synthesized speech will soon be available, the publishers (Kernerman Publishing Ltd. and Lonnie Kahn & Co. Ltd.) promise, for use with microcomputers. The Hebrew editor is Dr. Joseph A. Reif, Bar Ilan University.

This dictionary will be approved for use in the FOUR POINT Bagrut examination, when published. A similar English-Arabic dictionary based on the above principles will be issued by the same publishers, also for use in the FOUR POINT examination. Examinees at the THREE POINT level will continue to be allowed to use any bilingual dictionary and FIVE POINT examinees will continue to use the English monolingual dictionaries now permitted: Hornby "Advanced Learner's", Hornby "Oxford Student's", Longman's "Active Study", and Collins "English Learner's".

Bagrut Examinations 1986: written paper

The length of the written examination has been cut:

5 POINTS: 3 hours (one paper instead of two; one cloze only; no interrogative dialogue; fewer questions on the Reading Comprehension passage).

4 POINTS: 3 hours (one cloze only; fewer questions on the Reading Comprehension passage).

The 5 POINTS examination for External examinees will last 3½ hours; it will continue to include the interrogative dialogue and two cloze passages. The 4 POINTS paper for External examinees will last 3 hours and will continue to have two cloze passages. There will be no changes in the 3 POINTS paper (for schools and for External examinees).

REPORT ON THE JERUSALEM CONFERENCE ON TEFL/TESOL "LOOKING AHEAD", JULY 14–18, 1985

by *Elite Olshtain*, Tel Aviv University (Chairperson, ETAI)

In the winter of 1980 two professional English teachers' organizations were established in Israel almost simultaneously: ETAI (English Teachers' Association of Israel) and ISRATESOL (the Israeli Affiliate of TESOL International). The goals of ETAI were to encompass all English teachers in the country in an active organization which would enable them to meet regularly within their regional settings in order to share new ideas and keep abreast of the latest developments in the field of English language teaching. ISRATESOL, on the other hand, was established to firstly serve all those who were already members of TESOL International, and secondly to create a suitable forum for all those interested in research related to English teaching. ETAI, the larger organization of the two, established a yearly Winter Conference (one day) and a yearly Summer School (two to three days). In addition, the local branches began to meet regularly. ISRATESOL, a much smaller organization made up of university teachers, applied linguists, teacher trainers and materials developers, established two yearly meetings, usually encouraging MA and PhD students to present their work.

In 1983 the two teachers' organizations got together and decided to combine forces in preparing the first international English teaching conference in Israel, planned for summer 1985. A planning committee was set up consisting of Sheila Been, Dvora Ben-Meir, Bonnie Ellinger, Evelyn Ezra, Irma Goodman, Natalie Hess, Valerie Jakar, Esther Lucas, Jean Vermel, Ephraim Weintraub (secretary) and Elite Olshtain (chairperson). Three ex-officio members joined this committee — Raphael Gefen from the Ministry of Education and Culture, Ian Seaton the English Language Officer at the British Council in Israel, and A.D. Cohen from the Hebrew University. For almost two years this group of people invested tireless efforts in ensuring the success of the conference, which was held in July 1985 at the Hebrew University on Mount Scopus.

The conference began on a beautiful Jerusalem summer day, with the unexpected turnout of almost one thousand participants. These were mostly Israeli English teachers coming from all over the country and about sixty participants from the US, Canada, England, Germany and some other countries. The unexpectedly large audience resulted in very crowded lecture halls and necessitated some 'on the spot' changes and lecture repeats, in order to accommodate all participants who arrived at the conference site.

Plenary Lectures. There were eight plenary lectures and one opening lecture. The opening lecture, *Two Steps Forward, One Step Back*, was given by Mr. Raphael Gefen and consisted of a historical survey of the various developments in the field of English language teaching with a special view towards the future, in line with the theme of the conference "looking ahead". Four of the plenary lecturers were from abroad and were sponsored by TESOL and by the British Council. The two TESOL sponsored lecturers were Susan Gass from the University of Michigan and Fraida Dubin from the University of Southern California. Susan Gass addressed her plenary to the question *The Puzzle of Acquisition: Where Does Conversation Fit In?* In her paper Gass presented a model for second language acquisition which incorporates the interaction between input and output, putting major emphasis on the relationship between comprehensible output and affective variables. Fraida Dubin spoke on *Making Sense of Schemas, Scripts, and Frames for Second Language Reading*, focusing specifically on the significance of 'reader's background knowledge'. The paper sorted out various views on the reading process which have a bearing on reading in the TESOL context and provided examples of texts used in reading materials.

Richard Allwright from the University of Lancaster in England gave a plenary on *Making Sense of Instruction: Whose Job Is It Anyway?* Allwright's definition of "instruction" holds the key message presented in this paper: "instruction is the process whereby opportunity for learning is created". In the modern language classroom process this should mean interaction based on co-production and co-acting of teacher and students. Such an approach might lead to the favorably viewed situation where learners control their "intake" syllabus.

Donn Byrne focused in his plenary on *Meeting Learners' Needs* by looking at ways of getting the right balance between teacher/learner input. Special consideration was given in this presentation to the balance between accuracy and fluency.

What is particularly interesting in the four plenaries discussed so far is the fact that all four share the notion of "making sense of all the factors affecting the learning process". Two titles actually have the words "making sense" in them, the third one contains the word "puzzle" and the fourth implies the question "How do we meet our learners' needs?" It seems therefore, that the plenary lecturers sense the need for practitioners to take heed of the advances of research in the field of teaching and adjust them to the learning process which goes on in the classroom.

The other four plenary lecturers were Israeli scholars working in various research areas related to the field of language teaching. E.A. Levenston from the Hebrew University in Jerusalem spoke about *The Place of Translation in the E.F.L. Classroom*. In his presentation Levenston considered the various classroom functions of translation focusing on the advantages and disadvantages of each type. A.D. Cohen from the Hebrew University in Jerusalem focused on the importance of trying to understand how learners go about the process of learning, in a plenary entitled *What Can We Learn*

From the Language Learner? The examples presented in this lecture were drawn from research using mentalistic measures.

Elana Shohamy from Tel Aviv University considered a new perspective of language tests and their potential impact on the school system and specifically on the individual learner. Her paper, entitled "On the Uses and Abuses of Language Tests", brought examples of how tests can serve either as constructive or as destructive tools. Elite Olshtain from Tel Aviv University focused in her plenary talk on *The Interplay of Discourse Analysis and Language Learning.* The presentation attempted to highlight some of the findings in speech act research and their relevance to the learning/teaching context.

Lectures and Short Talks. There were almost one hundred lectures and short talks on a variety of topics which interest English teachers today. Some of the lectures were given by teacher-trainers and researchers in the field, others were given by teachers and developers of materials who emphasized the practical aspect of our work. Many of the papers dealt with the implementation of the communicative approach to foreign language teaching in the school system. These talks ranged from specific classroom techniques to the development of learning centers and teaching material series. The participants showed special interest in the preparation of materials for learning centers and for individualized activities. A number of talks focused on the preparation of teaching materials for computer aided instruction.

Many papers focused on reading comprehension from a variety of points of view: some dealt with research findings which help us gain insight into the reading process and the acquisition of the reading skill, others dealt with the application of new theories to classroom practices.

There were twenty seven different **workshops** (most of them repeated a second time) held at this conference. The workshops were two hours long and participants had an opportunity to try out some of the suggested activities and ideas. All participants showed great interest in the workshop dealing with *suggestopedia* which was led by Marion Geddes of the Regent Schools of English. Suggestopedia was probably demonstrated in Israel for the first time and people were eager to learn as much as possible about it. As a result the presenter was asked to repeat her workshop twice.

Many of the workshops dealt with the development of materials or classroom techniques for the teaching of the various language skills. Others dealt with the utilization of non-linguistic areas in the language classroom such as arts, music, subject matter, road safety, etc. Particular attention was given to the use of audio-visual aids such as the video, recorded materials, etc.

Many publishers of EFL/ESL texts participated in an exhibition. Oxford University

Press, Penguin Books, the BBC and Macmillan gave specially scheduled demonstrations.

In addition to the tremendous variety of lectures and workshops offered at the conference, participants enjoyed an evening devoted to a "sing-song" and the less formal interaction in halls, cafeterias and on the lawn of the beautiful Hebrew University campus.

TEFL JERUSALEM CONFERENCE, JULY 1985

TWO STEPS FORWARD, ONE STEP BACK

Conference Keynote address presented by *Raphael Gefen*, Chief Inspector for English, Ministry of Education and Culture, State of Israel

I have much pleasure in adding my welcome to the participants in this Summer Meeting and feel greatly privileged that I have been asked to give this opening address. I would also like to thank all those institutions which have made this Conference possible — the Hebrew University of Jerusalem, the Ministry of Education and Culture, the British Council (which makes a very much appreciated contribution to English teaching in Israel), various international publishers, and of course the parent bodies of the two Israeli teacher organizations holding this Conference — the International Association of Teachers of English as a Foreign Language and the International TESOL organization.

I wish to speak about TEFL from the school point of view, i.e. adolescent learners, large classes, limited exposure, uncertain motivation, insufficient number of timetable hours etc, etc; I shall not therefore deal with the very interesting modern "humanistic" approaches developed in the last few years and aimed mainly at adult learners learning the new language within the maximum exposure of a host country where that language is spoken, and also learning in small groups. Perhaps the mood of many teachers today in this school environment is one of confusion and scepticism. After the rigid orthodoxy of the Audio-Lingual Method, with its clear precepts and its simplistic techniques that most teachers could easily adopt, there has not been any satisfactory alternative produced — again, at the school level. There have been many new approaches offered, including those using meaningless or at best highly ambiguous catchwords like "communicative" or even "humanistic", which have broken through that rigid orthodoxy (hence "two steps forward"), but have not provided the satisfying and pragmatic answer that teachers, with their "chalkface" common sense, have sought; the result is therefore confusion and scepticism but at the same time another rethinking, a modification of these new ideas, a return to older and proven techniques but at a higher, less rigid and more cognitive level — not a total swing of the pendulum but a synthesis of ideas, hence "one step back", one that takes account of pedagogical realities and didactic common sense.

The Cognitive Code

The first major attack on the audiolingual method was that of the COGNITIVE CODE adherents (Chastain, Jakobovits) in the 1960s, as part of the Transformational Grammar culture shock from which many of us (the older ones) are still reeling today. This cognitive code was of course very good at criticising others, but never produced a satisfactory alternative in the form of a school textbook. An attempt was made in Israel in the early 1970s, with a proposed textbook for the upper grades of secondary school, much of which was a long and detailed "cognitive" explanation of English grammar (I particularly remember some five pages about the definite/indefinite article system) ending up with some very short exercises, totally uncontextualized. Luckily, the book never came out (its authors were not class teachers of course). Books which did come out (in other countries) were inverted audio-lingual textbooks, in other words they started with the grammar rule instead of ending with it: "the rule as a predictor of behaviour not the summary of behaviour" of the typical audiolingual book (Chastain), but with as many if not more structural drills without due attention to meaning as in any audiolingual material. Today's "one step back" textbooks contain a nice balance of "rational explanation" (the statement of the rule) together with adequate drilling practice (not too much, and always meaningful and contextualized) with opportunities for creative use by the learner of the new items and forms. At the same time, the pupil is no longer subject to the overlearning of drills and to teacher spoonfeeding — new structures are now being introduced as "recognition items" before they are intensively taught — one level ahead but not an anarchic "free market" of uncontrolled language; true, many teachers complain that the incidental introduction of a past progressive in a textbook for Grade 7 rather than Grade 8 is "unfair" — "they haven't learnt it yet"; but these teachers are not enabling pupils the exercise of their intellectual curiosity and their abilities of contextual guessing and hypothesis-testing — their teaching is not an intellectual challenge but just over-mothering spoonfeeding. I appeal to them to give greater cognitive credit to their pupils.

The Functional-Notional Syllabus

We were then subjected in the 1970s to the FUNCTIONAL NOTIONAL syllabus, which in the light of my thesis has also been disappointing at the school level, probably because it was overpushed by publishers. Here again, all too often the new functional notionalist was the old audiolingualist "writ large", with different terminology but the same content. The forward movement here was the greater attention paid to semantics and to situations and the recognition of the importance of vocabulary expansion (as Michael Swan pointed out in recent issues of the ENGLISH LANGUAGE TEACHING JOURNAL, much of this functional and notional teaching was really just teaching vocabulary, a very traditional and orthodox part of language teaching which admittedly had been rather neglected by both audiolingual and cognitive schools). But here again, these functional textbooks, including those or especially those which pretended not to teach grammar, were not successful with most teachers; I am again avoiding the term "communicative", an overused term hijacked by this school — "communicative" should be limited to an aim of teaching and as a technique usable in many types of syllabus and approach, such as using the foreign language in a mother tongue situation, roleplaying and other quasicommunicative activities which are in effect rehearsals for hoped for needs once the pupil leaves school. Even textbooks embodying this functional-notional approach but meant for upper grades of secondary schools, for pupils who had already had a grounding in a structural approach, have met with resistance from pupils and teachers alike, because they were not systematic, by which I mean containing a grammatically-graded framework, adequate provision for lexical re-entry and a due regard for accuracy. I think they are right — grammar is the organization of language and enables learners to generate their own utterances and to understand the inter-relationships of all parts of the language. Alternative approaches are haphazard catalogues. It would therefore appear that both teachers and pupils prefer the approach popularized by Brumfit and others in recent years of a grammatically-based syllabus taught via communicative activities; an example of that swing of the pendulum which is never a swing back to what it was but always on a higher level on the spiral (two steps forward, one step back). I for one cannot accept Krashen's dichotomy between *Acquisition* and *Learning* and "never the twain shall meet". To me as a teacher, Learning (i.e. formal instruction and practice) can become Acquisition (fluent, natural expression) and I cannot accept this "non-interface hypothesis" of his, which counters common sense and the teaching-learning experience of generations. This functional-notional taxonomy is not an economical way of teaching: many of these functions and notions are either Universals, for which there are perfectly adequate equivalents in the mother tongue (illustrating the well-known tendency of foreign-language teachers to think they are teaching language rather than another language to people who already know one), or very personal and idiosyncratic (which did not work with educated native speakers when I tried to get them to define various levels of formality etc): others (e.g. apologies) created anxieties among learners when there was no exact equivalent in the mother tongue. There is so much anxiety and so much anomie in the foreign language learner that it is probably unwise to teach many variants or levels not existing in the mother-tongue. I note that the major practitioners of this school advocate teaching also "grammatical categories" (i.e. rules or patterns) and even the "Threshold" programme of the Council of Europe, although claiming to be functonal-notional, is in reality (i.e. on the operational empirical level) a combined grammatical and situational syllabus. David Wilkins, who has made a profound contribution to ELT by applying Austin's "speech acts" to a language teaching syllabus, himself states (now, in the 1980's) that the "early and intermediate stages of learning" should be devoted to the major structural and semantic features of sentences" (from "Perspectives in Communicative Language Teaching").

Error Analysis and Authentic Language

Another extremist new departure which led to frustration and to unhelpful avenues of techniques and syllabuses was ERROR ANALYSIS and AUTHENTIC LANGUAGE. With all the apparent insights of non-contrastive error analysis, most if not all school teachers remain firmly convinced that the major cause of error is mother tongue interference: indeed, in research circles, Contrastive Analysis is making a comeback — perhaps the "swing away" was mainly in the USA and Great Britain where English is taught as a second language in polyglot classes. Moreover, teachers cannot but have a negative attitude to errors — they cannot, because of their character as pedagogues, see errors as interesting cases of interlanguage or creative hypothesis-testing. Certainly, in the past too much emphasis (often an exclusive emphasis) was put on ACCURACY at the expense of FLUENCY — as a School Inspector I have seen too many cases of a teacher asking a pupil a question about a reading text (in other words, not a grammar drill) and not allowing the pupil to finish a sentence — sometimes because of a language mistake, but often just to interrupt for the sake of commenting. In general, teachers talk too much.

One positive result of these new approaches has been the recognition that fluency is as important as accuracy. Good teachers do not interrupt pupils when they are speaking and they minimize corrections even after the event. Work in Canada and elsewhere, and the new syllabus for Israeli schools which is now being worked out, all stress a syllabus based on COMMUNICATIVE COMPETENCE, which is defined as a combination of LINGUISTIC COMPETENCE (accuracy — grammar, vocabulary, pronunciation, the four language skills, spelling, discourse and the ability to contrast with the mother-tongue). PRAGMATIC COMPETENCE (fluency — ease and speed of expression, how to keep talking, how not to remain silent because you don't know the word (the skill of paraphrasing), and other strategies of learning, including how to listen to oneself and so be able to self-correct and self-edit at once — i.e. the ability to monitor immediately, so that Learning Becomes Acquisition once again); and finally SOCIOLINGUISTIC COMPETENCE (appropriacy — including varieties and functions of the language, levels of formality etc). A fluency-based curriculum is not enough, but fluency plus accuracy plus appropriacy is now seen as a desirable goal for school teaching — and an attainable one.

As for "authentic English" (especially Listening Comprehension materials and extensive reading texts), creators of this kind of material should always be aware of what is attainable or desirable in schools in non-English-speaking countries. Some of the material produced abroad is very authentic, too much so — but any English to which students are to be exposed becomes a model for them to imitate. I understand that the English of an immigrant from Pakistan coming to a proletarian industrial society in provincial England will have to be rather dialectal, but for schools abroad, this kind of language cannot be taken as a model. The two steps forward syndrome led to a desirable variation in the type of English to which students were exposed — no longer semi-archaic literary texts — but what is required is not so much *the use of authentic English* but *the authentic use of English*, which means teaching students to use the language at all levels from everyday conversation to reading serious texts. We see here this two-step forward move of no longer limiting texts to Literature (in other words, limiting the student to one genre and often not contributing to or even damaging the basic rationale of our subject — foreign language proficiency) to opening up the floodgates to all this "authentic" language, much of it dubious in terms of acceptability in polite society; now we are going one step back into Standard English used in genuine communicative situations, the authentic use of language, by which I mean an educated Standard language, presented in different accents, written for foreign language learners but catering for the many uses of the language which the learner will require.

Education, not just Language

And in connection with these "serious texts" I mentioned earlier, I see here too the new paradigm. The earlier exclusive reliance on a literary style was then all too often replaced by an excess of trivia. I refer in particular to books from abroad meant for adolescent learners — with their main content being scenes of robbery and drunkenness and the pursuit of sexually-desirable members of the opposite sex. Is the fact that these scenes are described in a foreign language sufficient reason for spending precious school hours on them? Other trivia are to be seen in books for young beginners of a foreign language (and therefore not kindergartens in a mother-tongue) where we still have scenes of "On the Farm", with pictures of a mother hen and her chicks — as if the beginner is necessarily an infant, and a not very intelligent one at that. In 1985, youngsters get their intellectual satisfaction on a much more sophisticated level and foreign language texts and syllabuses must take this into consideration. The swing back of one step is therefore in the direction of serious content in the classroom, which is more and more seen as a resource centre for general cultural, educational and moral advancement; learners should come away from the English lesson not only having learned some linguistic items but also having learned something about life. In other words, the educational content of the lesson is as important as the linguistic. On the other hand, of course, the English course should not be just a repetition in English of what pupils already know in their mother-tongue (as is too often the case in ESP materials for Technical Schools) and certainly not part of the propaganda machinery of a given country, as are some textbooks from a well-known foreign publisher meant for the Arab world, which, trying no doubt to be relevant, express political views that probably lead the learners to be even more intransigeant in their anti-Israel opinions, since "the textbook from England" says so too! An even more heinous situation is the politically biased entries in an English dictionary for foreign learners issued by the same publishers, likewise very anti-Israel in character, since a dictionary is always regarded as a repository of truth.

The Mother-Tongue as a Positive Factor

Finally, the two steps forward — one step back syndrome is evident in the recognition now given once more to the mother tongue in the process of foreign language learning. The big leap forward of the Direct Method in replacing the Grammar Translation Method, which led to the dogma that no translation was to be permitted, has gradually and little by little been discarded — not in the direction of "back to grammar-translation", but to a judicious use of the mother tongue as part of the presentation of the new material and to a recognition that the pupil's mother tongue is a positive factor that should be taken into consideration. In any case, most teachers (or fellow-pupils) continued to give incidental mother-tongue equivalents — except when Inspectors, student teachers or other visitors were to be impressed. Many of the language universals (such as definitions of Parts of Speech and various syntactic phenomena) as well as many of the strategies of skills acquisition (including many of the Reading strategies that we spend so much time on in the foreign language classroom) can actually be transferred from the mother tongue — we can *improve* on these strategies, especially in view of the fact that more teachers of the mother-tongue are themselves literature majors uninterested in the structure of language than foreign language teachers are nowadays, but these strategies should be merely incorporated or assumed in the foreign language lesson and not taught again as if the student was suffering from total illiteracy or utter in-oracy. This judicious use of the mother-tongue can be utilized as can the learner's insight into language as such and also his deeper cognitive processes, always more developed in the mother-tongue than in the foreign language.

English as an International Language

We see ourselves in Israel, and I am sure this is the picture in most parts of the world, as teaching what Jack Richards calls ENGLISH AS AN INTERNATIONAL LANGUAGE, English as a language of world communication, a culturally-neutral instrumental skill acquisition approach, and not the immersion and enculturation processes of ENGLISH AS A SECOND LANGUAGE, as taught to immigrants in English-speaking countries, and not even ENGLISH AS A FOREIGN LANGUAGE taught as a form of cultural empathy and political identification, as in Western Europe and as reflected in most of the textbooks produced in the USA and Great Britain, with their heavy and direct cultural message.

But whatever we call our subject, having our students learn a language additional to their mother-tongue is a vital part of their education and a central means of widening their cultural and intellectual horizons. I am always aware of George Steiner's words some ten years ago: "To know another language well, to penetrate the reflexes of awareness and judgment in its idiom, to experience in personal immediacy the transparencies or opaqueness which link or divide it from one's native speech — to do these things is, quite literally, to harvest a second self. It is to open a second window on the landscape of being."

SIMULATION WORK WITH LARGE CLASSES

by *Donn Byrne*

(Paper presented at the Jerusalem TEFL Conference)

My main purpose in this article is to clear away some of the mystique that attaches to simulation work and to try to show that, although it is definitely not a low-level language activity, it is one that can be done, from time to time at least, with large classes in non-privileged teaching situations (i.e. typically, in State schools).

First of all, let us begin with a definition: *simulation is an activity in which a problem is discussed within a defined setting.*[1] Each of these elements is important. First, *activity*: essentially, a simulation is something that is *done*. It is not, in any intrinsic way, a package of materials (least of all a package of commercially-produced materials), although 'support' materials of various kinds are usually needed. Anyone can make up a simulation — although it involves quite a lot of preparation. Secondly, it involves in some way *the discussion of a problem* (or a series of problems). This feature is central to a simulation. In this respect, most simulations resemble real-life meetings, although other activities may be involved too. Thirdly, it takes place *within a defined setting*. Again, this is important. If we merely asked the students to discuss a problem, we would have an activity with which we are already familiar: discussion. But by creating a setting which is different from the classroom — a social club, a public meeting, a newspaper office and, very probably, by asking the students to take on certain roles, we have already created the framework for a simulation to take place.

How then does a simulation differ from *roleplay*, which is a much more familiar activity in the language classroom? The simple answer is that simulation *involves* roleplay of some kind. For example, we may ask the learners to take on specific roles — as doctors, journalists, businessmen — or we may ask them to roleplay themselves within a hypothetical situation (i.e. teenagers may perform as teenagers but are required to take certain attitudes and to voice certain opinions). So clearly there is some overlap between the two terms. However, I think we not only need both but we must try to keep the two activities separate in our teaching repertoire. While both activities involve a 'let's pretend' element (and therefore technically, in my opinion, fall within the scope of drama, in the broadest sense), the term *roleplay* is best reserved for those relatively simply structured activities (for example, when we ask the students to imagine that they are tourists at a railway station or customers in a shop), the product of which is a dialogue of some kind. As we shall see, simulation is a much more complex activity because of the way the participants have to interact.

It is not especially difficult to identify and set up simple roleplay situations — most coursebooks nowadays include a number of these — although we need to be cautious with adolescent learners, who do not project spontaneously into certain adult roles, partly because adolescents are easily embarrassed and partly because they do not share our adult values. For such roleplays, the students need to be adequately briefed, which may include some language preparation too, but once this has been done, they can be left to work on their own in pairs or groups, depending on the nature of the roleplay.

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[1] Herbert, D. and Sturtridge, G., 1977. *Simulations*. London: The British Council.

Roleplays of this kind are similar to acting out a dialogue — with the difference that the participants create their own interaction.

Because simulations are more complex, one very real problem we have to face is how to involve a class of thirty or more students. In the circumstances, the logical solution might seem to be to treat simulation as a group activity: that is, we have 2–3 groups doing the same simulation at the same time. At an advanced level, and with a relatively simple simulation, this may be possible but, because you as teacher will normally be involved (as 'controller': see below), groupwork is not the answer. A better approach is to structure the simulation in such a way that *all* the students are involved simultaneously — although in very different ways. This approach has another advantage: by creating a range of roles to suit not only the very different personality-types to be found in an average class but also different skills (some students enjoy and are good at talking; others are better at writing or listening etc), we stand a better chance of meeting learner needs. Whole class simulations involving a large number of students are not only feasible: they are also more exciting!

* * *

Let us now work our way through an example of a simulation.[2] The 'problem' presented to the students might be as follows:

> A social club is in financial difficulties. A decision has to be taken whether to close the club down or keep it open.

To resolve the problem, a meeting of some kind is going to be held. This could be a committee meeting, in which case the participants will be restricted to members of the social club committee. A setting of this kind would provide a simulation for small classes. Alternatively, we could have a public meeting, attended by representatives of the social club committee and by members of the public. This would enable us to involve a large number of students — even a class of thirty or more.

So far, however, the activity is scarcely different from a discussion or a debate. To transform it into a simulation we must:

a) **establish the setting by providing background information** — about the community and also the club and its problems. The club itself could be for young people, with either a mixed committee of adults and adolescents or run entirely by adolescents. Either possibility is likely to appeal to secondary school students. Some possible background information might be:

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[2] Byrne, D., 1985. *Teaching Oral English*, Harlow: Longman. This article is largely based on a section in the forthcoming revised edition. For detailed guidance on simulations, see Jones, K., 1982. *Simulations in Language Teaching*. Cambridge: Cambridge University Press.

- a *report* on some of the club's activities, with details of money earned or lost;
- a *newspaper article* about the club and its problems (to provide condensed information);
- an *extract* from a guidebook about the town or village;
- a *conversation* between two or more people, talking mainly about the club (i.e. the students will have to extract information from what they hear).

Thus the background information to be made available to the students will consist mainly of texts to be read or listened to. In addition we might also include visual material in the form of pictures of the club, maps, diagrammatic information, etc.

A decision has to be made whether to involve the students in the production of some of this material. I believe this can and should be done, through a series of mini-projects: i.e. the students 'invent' the background to the town and the social club; decide on some of the issues involved; and then work in groups to produce texts and other related materials.

b) **define the roles of the participants**. We noted earlier that the students can roleplay *themselves* or *other people*. For this simulation we can provide roles of both kinds. For example, we shall need to ask a number of students to perform 'official' roles such as chairman of the meeting, club secretary, club treasurer, committee member(s) in charge of the activity programme, and perhaps the local youth officer. Such roles, which require the students to play the part of someone else, will all have to be defined fairly carefully.

Other students will have to act as members of the public. We could have a completely teenage public (in effect, the members of the youth club), in which case the students can be themselves, with the minimum of definition. For example, one member of the public might be instructed to intervene at the meeting by attacking the club for wasting money. Another could be asked to come up with a solution for saving the club. Yet another could be invited to adopt any attitude he likes.

The participants will also need rolecards which will not only give them a new name but also some tasks to perform. These tasks should be designed to give the simulation some direction by ensuring certain lines of interaction. For example:

D CHURCH You are the committee member in charge of the club's activities. Give some examples of how these activities have made money, but only one example of a loss-making activity. In general, be very defensive.

I HUNTER You are yourself. However, you think that the social club wastes a lot of money. Accuse D Church of concealing the facts and the committee of spending money on itself.

G JOHNSON You are yourself. Decide whether you will intervene in support of the club and its present activities or whether you will attack it.

If you have a large class (of thirty or more students), it is unrealistic, however, to give all the students actual or potential speaking roles (even if some of the speaking roles are minor ones) because they will not all be able to contribute to the discussion at the actual simulation stage. One way of involving all the students simultaneously is to devise some roles with listening tasks. These 'listeners' will, in effect, be reporters of some kind: they attend the meeting as representatives of the press, television, radio and other interested bodies. Their function is to listen, take notes and later use these notes to write articles and reports.

Thus we have three categories of participants in the simulation:

GENERAL PUBLIC	COMMITTEE	REPORTERS
Major and minor roles	Major speaking roles	Listening roles

We can identify the following main stages in developing, presenting and doing a simulation:

CONSTRUCT SCENARIO

1 **Construct the scenario:** that is, define the problem and the setting.

PREPARE MATERIALS

2 **Write or adapt appropriate support materials.** These must provide enough information to bring the problem and its setting alive for the students and enable them to perform their roles meaningfully. You must also write rolecards for each participant. Although these need not be detailed, they should ensure that the participants will interact.

PRESENT SCENARIO

3 **Present the scenario to the whole class,** together with appropriate background information. For example, at this stage they might be given a general picture of the club and its problems.

ASSIGN ROLES

4 **Assign roles,** taking into account the personalities and skills of the students. For example, some may prefer to have major speaking roles; others quite minor ones, as themselves. Some students will be more effective in a 'reporting' role.

INDIVIDUAL OR GROUP WORK

5 **Ask the students** (working individually, in pairs or in small groups) **to study the background information** in detail and **to develop their roles.** Most speakers, for example, will have to think of what they are going to say. For the simulation above, the class could at some stage work in three groups:

- the **committee** could elaborate the background to the club and its activities;
- the **members of the public** could discuss among themselves what line they are going to take towards the club;
- the **reporters** could work out background for their newspapers (etc).

The groups then share their information as required.

DO THE SIMULATION

6 The simulation itself — during which the future of the club is discussed and decided — should take about one class period. For this simulation, additional time should be allowed for a variety of writing tasks. For example: the chairman of the meeting can be asked to write a report (2–3 other students can help him with this!); the committee member in charge of activities can write his report (or perhaps send in his letter of resignation, depending on how the meeting has gone); members of the public can write letters of congratulation or protest, depending on their point of view, while all the

reporters must work on their articles and reports. In short, everyone should have a writing task of some kind. A popular one with most students is the writing of anonymous letters (for example, accusing the secretary of the club of misusing funds).

FOLLOW UP

This can take a number of forms:

a) **feedback on the simulation itself:** how well it went, discussion of any problems which arose in the course of the simulation. The students should be able to provide their own verdict.

b) **project work:** for example, the simulation could be followed up by a visit to an actual social club, with interviews and reports.

c) **further simulations:** for example, if it is decided to save the club by raising money, one simulation might concern itself with the organisation of a scheme to raise money.

It should be clear that, although in comparison with roleplay and straight discussion simulation is a relatively complex activity, both in terms of the support materials needed and the various stages that have to be gone through, there is nothing to prevent it being done in average classroom conditions at an intermediate level. However, there are no easy formulas or recipes for success: simulations may go well or badly and this will not always depend on how carefully they have been prepared or how well they are supported by materials. The real success of a simulation will depend more on how well it involves the students and how effective it is in getting them to use language purposefully.

Because of its complexity, your role as manager — or *'controller'* as it is usually called for this activity — will also require much more involvement. You should note the following points:

- You will probably need to explain the idea of a simulation to the class: what it is and what can be achieved through work of this kind.
- You should explain your role in the simulation: that is, you will be there to see that things go smoothly.
- You must help as required at the pre-simulation stage e.g. you may have to re-define or modify roles and assist with the interpretation of support materials.
- Your main task during the simulation is to see that everything goes smoothly. Much of the help you will need to provide will be of a 'mechanical' kind: e.g. ensuring that copies of reference material are available at the right moment. You may also need to

intervene directly in the discussion: e.g. if you see that someone is talking too long, you can 'arrange' for another participant (e.g. a member of the public) to interrupt. As for other activities of this kind, you must also be prepared to make yourself available for discussion. For example, if the participants cannot resolve a problem, they can say: "Well, let's ask the controller." For them, the controller should be a *real* person, not just the teacher in disguise!

- When the simulation is over, you should lead the follow-up discussion. A major aim here is to get the students to evaluate the simulation (especially what they learned from doing it) and their own performance in particular. At the same time you can use this opportunity to point out any language mistakes which you may have noted during the simulation. Finally, you should try to get the students themselves to suggest possible follow-up work in the form of projects or further simulations.

THE PLACE OF TRANSLATION IN THE FOREIGN LANGUAGE CLASSROOM

by *E.A. Levenston*, Hebrew University of Jerusalem

(Paper presented at the Jerusalem TEFL Conference)

For many years now it has been conventional wisdom in foreign language teaching pedagogy to regard the use of translation as a necessary evil. Only if there is no other way of conveying the meaning of a word, only if it cannot be pictured or mimed — or if the teacher cannot draw or act — or only if such methods are likely to produce misunderstanding, only then can translation or, to be precise, interlingual glossing of single words, be permitted in the language classroom. The more fanatical exponents of the Direct Method, as we all know, went even further and regarded translation as an unmitigated evil, to be banished totally. In 1968 Peter P. Oliva, writing an article on "Modern Trends in Teaching Foreign Languages", summed up these modern trends, as he saw them, by claiming that "students are instructed in such a way that they do not have to translate. They learn to understand, speak, read and write without resorting to translation". (Oliva: 333).

This was not always the way translation was viewed by methodologists. Henry Sweet, the great Victorian grammarian, model for Shaw's Professor Higgins, and himself fluent in many languages, writing in 1899 in *The Practical Study of Languages*, deprecated the use of pictures to convey meaning in teaching a foreign word. He argued that a picture gave only *part* of the ideas associated with the corresponding word in one's own language. To say that "hat" = "chapeau" (or כובע) was a much quicker way of getting *complete* comprehension. Note that Sweet is not concerned to argue whether vocabulary learning or teaching is possible without translation. He just does not consider it desirable.

Vocabulary Learning Through Translation

Actually, as all honest observers of foreign language classroom behaviour have long been aware, though it may be possible to *teach* a second or foreign language without resorting to translation, it is not possible to *learn* one. Go into an Israeli ulpan, where the students come from a variety of language backgrounds, and have no common language. The teacher struggles valiantly to explain all new vocabulary exclusively in Hebrew. And each student strains to understand, only breathing a sigh of relief when finally he identifies the equivalent in his mother tongue and can write it down in his "vocabulary book". As Wilkins put in in 1972: "Whatever the method the teacher employs, the learner will tend to try and translate, and given the type of vocabulary being taught, he will probably find that he can identify the new words with words in his own language". (Wilkins: 121).

This view of vocabulary learning through translation can be put in terms of Osgood's well known distinction between compound and coordinate bilingualism (Osgood and Sebeok: 139 ff). All classroom language learning results in compound bilingualism. All foreign language word meanings are mediated through mother tongue equivalents, probably even tagged along with them in memory store. Eventually, perhaps, as foreign language fluency increases, between mother tongue and foreign language vocabulary there may develop some measure of dissociation. But this is the hoped-for long-term result, not the ongoing acquisition process.

The value of translation in the learning process is also confirmed from another source: the research into the qualities of the "good language learner" carried out in Toronto under the supervision of H.H. Stern and published in the report under that name. Among the strategies employed by the good language learner, they note that he "refers back to his native language judiciously (translates into L1) and makes effective cross-linguistic comparisons at different stages of language learning". (Naiman et al: 14).

This quotation does not distinguish between translation at the lexical and the syntactic level, and probably refers to both. In my own discussion I have been restricting the meaning of "translation" to interlingual lexical glossing, though interpreting its "place in the second language classroom" rather more broadly, both as a teaching technique and as a learning process. Enough has been said, I hope, to refute Gatenby's sweeping claim, in 1950, that "translation and the study of grammar have no place in the process by which children learn a second language". However, as this question clearly reveals, the place of translation in the second or foreign language classroom is closely linked with the teaching of grammar. It is to the notorious "grammar translation" method, arch enemy of audio-linguialism, that most of the mud thrown at translation has stuck.

I have no intention of producing a reasoned defence of the grammar-translation method. For one thing, as far as empirical evidence is concerned, it has proved quite capable of looking after itself. In all the large-scale experimental studies conducted during the 60's comparing different methods of foreign-language teaching — the Pennsylvania Project, Scheuer and Wertheimer's research — the success of the traditional method was startling to the researchers, who tended to start out biased in favour of the audio-lingual methods. Smith, director of the Pennsylvania Project, even calls it "traumatic" (Smith: 271). One of his findings is that "students achieved most in the traditional strategy despite individual differences in ability" (Smith: 165). But all this is history.[1] We have outlined the audio-lingual approach and are now witnessing the heyday of the communicative approach, whatever that may be. We no longer need to be prejudiced against — or in favour of — translation in the foreign language classroom. What we need to do is first to take a cool look at the *total range* of functions that translation — at any level, to any degree, in either direction — can perform in the foreign language classroom. Then we can consider each function on its own merits, whether within the framework of a communicative or any other approach to foreign language pedagogy.

About the first function of translation — to provide a mother tongue gloss for an unfamiliar foreign word — I have already spoken at some length. Two further points need to be made concerning this use of the mother tongue in the classroom. First, it can prevent the creation of misunderstanding of whose existence the teacher might not even be aware. Dubin and Olstain tell how "after repeating a long list of sentences with the word 'chalk', always demonstrating the object, a teacher found that half the class thought they were being taught the word "white"". And they add the comment "wouldn't it have been simpler and safer to give the equivalent of the word 'chalk' in the native language and then still continue the same amount of drilling and demonstration, but this time with full comprehension by the pupils?" (Dubin and Olshtain: 7).

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[1] Nevertheless, though there may be young teachers whose training and experience entirely post-dates the audio-lingual period, this is far less true of their instructors. It is the innate conservatism of many professionals, loyal to the orthodoxy of their days in training, which accounts for the slowness of change in teaching practice. And, to a large extent, justifies the writing of a paper of this nature.

The other point relates not specifically to interlingual glossing, but to that doctrinaire exclusion of the mother tongue under any circumstances, even or especially those where an interlingual gloss would obviously help. It has been suggested (Nation: 175) that such an attitude is often seen by the learner as a criticism of the mother tongue as a language, thus making it seem like a second-grade language. This is bad for the self-image of the student, and complicates the affective dimensions of what should be a largely cognitive task. How far all this is true will partly depend on the relative prestige of the two languages concerned. I leave it to you to ponder its relevance in the context of teaching English to speakers of Hebrew or Arabic. But it is an interesting point, not usually considered in the controversy about the use of the mother tongue in the classroom.

Translation from the Mother-Tongue to the Foreign Language

I come now to the second major use of translation, the keystone of the grammar-translation method, the "Diengott Approach" as it is sometimes called in Israel: translation from the mother tongue to the foreign language as a means of practising and drilling a particular feature of the grammar. This is the way I learnt Latin: "for tonight's homework twenty sentences using the ablative absolute — the bridge having been crossed, the army having been defeated, the messenger having been sent, the pupil having been dismissed...". Or, in the context of teaching English to speakers of Hebrew:
תרגם לאנגלית את המשפטים הבאים: א) אני מצפה שיאחרו; ב) הוא היה רוצה שתבוא למסיבה;
ג) הם רוצים שארצה על בעיות התרגום; ד) אתם מצפים שאפסיק לדבר עברית.
Now although teachers may no longer feel guilty about the use of the mother tongue for glossing single words, how many could introduce such an exercise into the classroom without qualms of conscience?

In 1963, during the palmy days of audio-lingual orthodoxy, Fe. Dacanay and Donald Bowen had even more reason to feel chary about recommending exercises of this nature. In *Techniques and Procedures in Second Language Teaching*, an excellent but little-known book, probably because it was published in the Philipines, they write that the translation drill must be "approached cautiously and used judiciously in view of its bad reputation in pedagogical circles". However, after this bow in the right direction, they go on to give their real opinion of contemporary orthodoxy in two quite extraordinary sentences — extraordinary, that is, for the time at which they were written:

> "Pattern drills... tend to have a soporific effect on the students, leaving them a bit glassy-eyed after prolonged drill sessions. This was not true of the translation drills, which never failed to challenge the interest of the students".

They finally sum up their view on the subject — cautiously and judiciously of course — with the words: "translation is an activity which has a place in language teaching if properly designed and used at the right time and with the right students". What is a proper design, when is the right time and who are the right students they cautiously and judiciously avoid revealing, but perhaps we can make a stab at providing answers to these vital questions.

Proper design

Decanay and Bowen are sufficiently audio-lingual in spirit to concern themselves largely with oral drills, but the same principles apply to written exercises. And the proper design of an oral translation drill means, I think (i) familiar vocabulary, enabling the learner to concentrate on the syntactic challenge, (ii) a single grammatical feature already taught, deductively or inductively according to choice, and now to be practised and (iii) a complete utterance in the mother tongue as a stimulus. Consider, for example, a familiar chain drill, used to practise question tags. In familiar form it might run something like this:

Teacher:	She's coming.	*Pupil*:	She's coming, isn't she?
Teacher:	He	*Pupil*:	He's coming, isn't he?
Teacher:	They	*Pupil*:	They're coming, aren't they?
Teacher:	Going	*Pupil*:	They're going, aren't they?

As an oral translation drill, this same range of structures would be practised as follows:

Teacher:	Hi ba'a, ken?	*Pupil*:	She's coming, isn't she?
Teacher:	Hu ba, nakhon?	*Pupil*:	He's coming, isn't he?
Teacher:	Hem ba'im, lo?	*Pupil*:	They're coming, aren't they?
Teacher:	Hem holkhim, nakhon?	*Pupil*:	They're going, aren't they?

(Alternatively, the tag could be kept constant in Hebrew, e.g. "nakhon" in all cases. Both versions make it clear that the form of the tag in Hebrew, unlike English, is not constrained by syntactic features.)

A translation exercise of this type can probably be justified in terms of either or both of the rival theories of second language acquisition. In terms of habit formation, the same target language structure is practised in a sequence of only minimally varied contexts. In terms of cognitive code learning, the confrontation of the two linguistic systems enables the student consciously to understand the working of the language. As Erasmus put it in the early sixteenth century: "The best concept of memory is the following: full understanding, and ordered knowledge of what is understood, and then repetition of what you want to remember" (Erasmus, in Kelly: 311).

The right students

The older and more intelligent the learner, the more likely he is to benefit from the cautious and judicious use of translation. Even Gatenby, whom I most unfairly misrepresented by deleting part of his sentence earlier in this paper, is prepared to qualify his condemnation: the full quotation is: "Translation and the study of grammar have no place in the process by which children learn a second language, *though they are helpful to adults*".

The right time

Though I know of no empirical research specifically devoted to this issue, I suspect that Politzer's findings about the relationship between drills and explanations are relevant here. Politzer devised an elaborate programme of classroom research to investigate whether it was more effective to give explanations of grammatical features before drilling — the inductive method. All variables were controlled as carefully as possible: the same teacher used both methods, matched classes were taught the same structure by different methods, and so forth. And one of the clearest findings, not expected by the researchers, but hrdly surprising in retrospect, was that the most effective lessons were those held early in the morning!

Language Testing Through Translation

Let us now turn to another use of translation in the second language classroom — as an instrument for language testing. This has never had such a bad press as translation as a teaching device. Even Robert Lado, staunch advocate of audiolingual teaching, and categorically opposed to all other uses of the mother tongue, offers a range of testing techniques using translation in his book on *Language Testing*. He is of course terribly worried about the possible backlash effect of testing on teaching, and is constantly uttering warnings to this effect: "another serious reservation to the extensive use of translation in tests in the influence this practice will inevitably have on teaching" (Lado: 166) — and again "the caution here is against the exclusive use of the native language, because of the deadening effect it will have on classroom teaching" (Lado: 229). But such nervousness does not deter him from describing at least seven different ways of using translation as a basis for language testing.

It is because of its extraordinary *versatility* that translation has always been so popular as a testing device. Consider the various dimensions along which the nature of a translation test can be varied:

i) it can be in either direction, from foreign language to mother tongue or from mother tongue to foreign language.

ii) it can be administered in either medium, spoken or written.

iii) it can be used at any level of proficiency, from the merest beginners to the most advanced learners and ambilinguals.
iv) it can be used with open-ended questions, or with multiple choice, testing either productive or receptive skills.
v) it can be used as a global test of proficiency, or as the basis for discrete-point testing of particular items or structures.
iv) it can be used to test pronunciation, grammar, or lexis separately or in any combination.
vii) discrete items can be tested out of context or fully contextualized.

Let's look first at the possible ways of testing the knowledge of lexical items. For each possibility I shall define the parameters and give an example for testing a Hebrew-speaking learner's proficiency in English:

1) Hebrew to English — open-ended — to test productive knowledge — oral. How do you say בית חולים in English?
2) As above — written.
3) Hebrew to English — multiple choice — to test recognition knowledge — oral. How do you say בית חולים in English? i) hostel; ii) prison; iii) hospital; iv) synagogue?
4) As above — written.
5) English to Hebrew — open-ended — to test recognition knowledge — oral. What is "a hospital" in Hebrew, or מה זה "hospital"?
6) As above — written.
7+8) As above, but multiple choice: What is "a hospital" in Hebrew?: i) בית ספר; ii) בית־סוהר; iii) בית חולים; iv) בית הבראה.

Each of these possibilities can obviously be varied to provide a discrete point test of a particular grammatical structure, e.g.

1) Hebrew to English — open-ended — oral — to test productive knowledge: How do you say הוא יבוא in English? Or, varying all the dimensions.
8) English to Hebrew — multiple choice — written — to test recognition. "They will come" means:
i) באו; ii) יבואו; iii) הם צריכים לבוא; iv) יוכלו לבוא.

This gives us a total of sixteen different kinds of test, or twenty four if we include the possibility of testing grammar and vocabulary at the same time.

Even pronunciation of specific sounds can be elicited by a stimulus in the native language: how do you say in English כובע [hæt], שמן [faet], ישב [saet]. The only alternative, if we do not wish to test reading ability at the same time, is to draw pictures, which means a lot more preparation — assuming we can draw.

And I haven't even mentioned yet the commonest variety in Israel of translation as a testing technique, one already sanctified by its incorporation within the Bagrut examination: its use as a test of reading comprehension. This is translation in the usual sense of the word, translation at the more global level: the rendering into the mother tongue of a whole sentence in order to see if the meaning has been fully and accurately grasped.

This completes our taxonomy of twenty-six different ways of using translation as a testing device, as a means of testing something other than the ability to translate for its own sake. I doubt if any of them are original, though they may not have been presented systematically in this way before. Most of them can be found, either directly exemplified or by implication, in the classic works on language testing such as Lado, already cited, and Rebecca Vallette's *Modern Language Testing*.

Translation is a valid basis for testing foreign language proficiency whatever the basic teaching methodology favored: audio-lingual, grammar-translation, direct, natural, communicative or eclectic. What I would like to suggest next is a use of translation in the classroom which seems to me peculiarly appropriate to the current emphasis on a communicative approach. A fashionable and effective way of making language use in the classroom more communicative is by the use of role-playing. So why not introduce role-playing in natural situations where translation — or, more precisely, interpreting — is necessary? There is no lack of such occasions in everyday life in Israel:

1) You are in the Post Office. A tourist is trying to buy something but the clerk doesn't understand English. Interpret between them. OR —
2) You are at the bus-station. A tourist is trying to obtain information but the ticket-seller can't understand his English. Interpret between them.

This kind of situation — I'm sure you can think of many more — has one great advantage: it has a part for everybody. The brighter, more fluent students will enjoy playing the monolingual, English-speaking student. And even the slowest of the slow should have no difficulty playing the clerk who knows no English.

Teaching the Art of Translation

Finally, what of translation for its own sake, teaching the art of translation? Personally, I know of no intellectual exercise more challenging than translation, or more rewarding when successfully accomplished. Any student who is up to it deserves to be given a taste. But I have two reservations about teaching translation in the foreign language classroom. Firstly, it should only be tried with really advanced learners, those whose knowledge of the foreign language is beginning to approach the level of a native speaker. Those, in fact, whom we sometimes refer to as "English Speakers" because they spent a year in the States when their father was on Sabbatical, or working at the Embassy, and they know so much more than the rest of the class, though Hebrew is still by far their strongest language. Secondly, and most important, it should only be practised from the foreign language into the mother tongue, from English into Hebrew, and never in the reverse direction.[2]

Let me say a word in parenthesis here about the belief that writing ability in the foreign language can be taught, practised or improved by translating into it. This belief is mistaken. The constraint exercised on choice in the target language by the need to preserve fidelity to the source is far too inhibiting for anything short of mother-tongue control of the target. As it is, much so-called "free composition" in the foreign language is vitiated by undue reliance on the mother tongue when formulating the ideas. To improve writing ability in a foreign language, one needs to devise tasks which stimulate formulation in that language. And to this end translation is the least appropriate method.

But to get back to translation from the foreign language into the mother tongue, from English into Hebrew. Our concern here is not with using translation to teach a language, but rather with using the totality of two languages to teach translation.[3] There are any number of reasons why this should be encouraged. Let me quote three, taken from the textbook *Translation from English to Hebrew: A Course for Schools*, recently prepared for the Ministry of Education and due to be tried out in the coming year:

i) Israel needs translators. It is not so long since every Egged bus contained a notice reading "Haven't you left anything behind?" Perhaps passengers on Egged buses at that time were so prone to leave things behind that the negative question was justified. More likely the level of English reflects the standard of translation tolerated, or at least the lack of seriousness with which it was regarded. But times have changed. Notices in Egged buses are now in impeccable English. The need for accurate translation between English and Hebrew, in both directions, is no longer questioned. There is no good reason why it should not be taught in schools.

ii) Translation is fun. There are, as I have said, few intellectual satisfactions to rival the delight of finding the "right" translation — or *a* right translation — for a particularly tricky phrase. Poets no doubt find a similar joy in playing with words. We cannot all be poets. But given sufficient competence in two languages, perhaps we can all be translators.

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[2] I have not elaborated on the qualities required of a *teacher* of translation. Ideally he or she should also be a native speaker of the target language, Hebrew. However, there are teachers whose native language is English but whose knowledge of Hebrew is sufficient to enable them to *judge* the accuracy and appropriateness of translation, even though they could not necessarily *produce* it. They too make adequate teachers of translation.

[3] Any such programme is translation from English into Hebrew will also benefit from cooperation between the English teacher and the teacher of Hebrew, especially when the English teacher is not herself/himself a native speaker of Hebrew.

iii) Translating from one language to another not only teaches us about the differences between the two languages; it also deepens our understanding of the nature of language. It helps us to understand the relation between thought and language. It teaches us about the nature of man, homo loquens, the "talking animal" (Levenston: 114–5).

To illustrate these final truisms, let me give just one tiny example which may also serve to demonstrate another possible use of translation in the classroom — as a means of gaining insight into works of literature in the foreign language. Near the beginning of James Joyce's story "Eveline", from *Dubliners*, occurs the sentence "she was tired". Taken out of context, this could be interpreted in two ways. Either it is a comment by the narrator in his own voice, telling us about her feelings, or it is an insight into Eveline's own train of thought, seen from her point of view, as she thinks to herself "I am tired", but conveyed in free indirect speech, "style indirecte libre", with shifting of tense and person. From the wider context it is clear that the second interpretation is the more likely, though some ambiguity remains. Now translate it into Hebrew. There are two possibilities: עייפה היתה and היתה עייפה. The first, עייפה היתה with its raising of the level due to the formal inversion of sequence, is clearly the voice of the narrator, eliminating the ambiguity and losing the sense that we are experiencing things from Eveline's point of view. It is a subtle mistranslation, and it is incidentally the form used in the published version of דובלינאים in Hebrew. The second, היתה עייפה, is much more likely to be seen as free indirect speech, Eveline's own thoughts voiced by the narrator. It is probably less ambiguous than the original, but the preferable translation in that it preserves the literary values of the source text. And for those of you who know French, note that the same distinction can be made in French not by choice of sequence but by choice of tense. For the narrator's comment "elle fut fatiguée", the Passé Definé. But for Eveline's point of view, as voiced by the narrator, "elle était fatiguée", l'Imparfait (actually the published translation by Helene de Pasquier rightly prefers the latter: "elle était lasse").

To sum up: this has been a more than somewhat biased survey of the place of translation in the foreign language classroom. I have deliberately overstated the arguments in favour of translation.

i) for explaining vocabulary items.
ii) for practising grammatical structures.
iii) for testing at all levels.

iv) for developing communication, and
v) as a skill in its own right.

If we study Brian Kelly's *25 Centuries of Language Teaching*, it becomes clear that translation has had a chequered history, sometimes in and sometimes out of favour. Perhaps it has recently been out of favour for too long.

(*Editor's Note*: Readers are referred to the discussion "Introducing the Skill of Translation as One of the Skills Taught in Secondary School and Tested in the Bagrut Examination", in Issues 27, 28 and 29 (September 1982, June 1983, December 1983) of the "ENGLISH TEACHERS' JOURNAL".)

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DIFFERENTIAL TEACHING OF ENGLISH LITERATURE IN MIXED ABILITY CLASSES

by *Ilana Kornblueth* and *Sheila Schoenberg*

(Paper presented at the Jerusalem TEFL Conference)

There are at least three assumptions that might be inferred from the title:

a) that even at this level where literature is taught (11th and 12th Grades) there are still such marked group differences within the student population that warrant the application of such group-descriptive denotations as "mixed ability" or "disadvantaged";

b) that these differences are relevant to the learning and teaching of English literature;

c) that the task of teaching English literature in these heterogeneous classes/groups can be facilitated by a proper appreciation of what these differences imply.

In what follows, an attempt will be made to elaborate on these points and also suggest some differential teaching strategies which might be simultaneously employed "under the same roof".

Three Patterns of Response

It is sometimes the case that overambitious placement has seated together students who can hardly read with those of regular or advanced competence (a fact which is corroborated by the high percentage of failure at the Four-Point level). The groups referred to here are those in which most of the students have — given suitable conditions — a reasonable chance of attaining the required competence within the stretch of the two-year program. It is our contention that in this context the teacher might find him-or-herself with, roughly speaking, three types of student population, each of which merits separate consideration. This division into groups is impressionistic rather than theoretical or research-based; what is attempted here is to draw a profile of each group and delineate "ideal" types for analytic purposes. Any one student can belong to more than one group.

The first group consists of fully literate students by way of both competence and inclination. They read and usually enjoy literature in their mother-tongue and even if not humanistically inclined, tend to be avid readers in their fields of interest. For them the study of English literature will be merely an extension of long established habits of perusal and response.

The second group consists of "formerly disadvantaged" students who, as a result of a long process of enrichment and rehabilitation, have "made it". Though fully capable of learning to manipulate the foreign language, some of them might still have difficulty with the more complex task pertaining to the study of a foreign language at this advanced level. They have still not fully acquired the tools to analyse complex texts and will not have the inclination to delve beneath the surface level.

The third group has received less academic "recognition". These are students who are technically rather than humanistically or even scientifically inclined. At no stage were they considered "disadvantaged", and they do very well in such highly abstract subjects as electronics, computers and telecommunications. However, they tend to be non-readers in their mother-tongue and often profess aversion to literature as such. Whether the visual culture of TV can supply their humanistic needs is a moot question. It is, however, not unreasonable to expect that with this group the study of English literature might fall on deaf ears, and there might be a need for suitable "amplifiers".

Differential Teaching Strategies

In order to illustrate these different patterns of response and suggest possible teaching strategies, the story "Eveline" by James Joyce was chosen as a point of reference. This story has long been a favourite with curriculum planners and many teachers.

Group I — These students may have heard about the author, may even have read his short stories or "The Portrait of the Artist as a Young Man" in translation, may therefore approach the reading of this writer in the original language with a sense of anticipation. By way of background knowledge they would know Ireland as a country of Catholicism, poverty and emigration and would therefore be able to appreciate their relevance to the story.

Here a traditional literary approach will be in order. The inductive building up of meaning, layer upon layer, will appeal to the students. They will enjoy hypothesizing as to where the details might lead and what the images might convey, juxtaposing ambiguous or even conflicting interpretations. They would grasp the connection between Eveline's "disadvantaged" background and her emotional paralysis. They can detect the element of rationalization inherent in Eveline's "defence" of her father and will interpret correctly the images and associations which lead to the final "irresolution". Therefore, the last dramatic scene will not come as a surprise or disappointment but will be anticipated as emanating from the story's inner logic, possibly even predicted by the pupils after having read up to a certain point. The stylistic demands made by the author will likewise not constitute a real problem. Given their literary readiness, these students can be expected to follow the complex pattern of time-shifts, to grasp intuitively the concept of the "stream of consciousness" and be aware of such added "brushstrokes" as Eveline's cliché-loaded language.

Apart from two or three vocabulary items (e.g. "palpitations") there will be no need for vocabulary work, rendering language study more interpretive and evaluative. The experience of reading the story, for these students, will tie up with the already existing apperceptive mass.

Group II — This group has probably never heard of James Joyce but might be duly impressed by the mention of his international standing and fame. Some of the background material will have to be introduced (e.g. Catholicism and its implications).

The conflict as a whole will be viewed in a dichotomous way. They will be frustrated by the ambiguity of the ending and will tend to make up their own "happy end" to fit their expectations. Extrapolating from their personal experience, they will tend to respond favourably to Eveline's "decision" as that of a "loyal daughter" doing "the right thing", the devoted girl who keeps promises and sacrifices her "great love" for the sake of her dead mother's memory. Here the role of the teacher includes helping the pupil to explore some possible alternative interpretations. Some of these might involve undermining preconceived notions and might invoke considerable debate; e.g. the Irish (positive) attitude towards emigration, the possibility to regard sacrifice as commonplace, the explication of the concept of rationalization, the likelihood that passivity in love might indicate weakness of emotion and that obligation to the self is as important and as moral as obligation to a promise. Most problematic of all is probably the reflection that Eveline's predicament might be partially determined by her "disadvantaged" background.

Although some teachers might feel that with this group the above-mentioned points are too complex and provocative to be dealt with, others will contend that failure to do so might mean missing an educational opportunity.

On the whole, with this group a more deductive approach is indicated. Before embarking upon the reading of the text an initial presentation of the main idea by the teacher might be advisable, so that the details and images encountered during the reading of the story can be shown to be an integral part of the theme. This can be done by a reference to the students' own experience as a starting point and an invitation to generalize and universalize. For example, one might start with instances of important decisions in their lives, move on to a more general appraisal of the problematics of decision making (possibly via an analysis of Frost's "The Road Not Taken") and finally focus on the story-related issue of young people leaving home (here the Beatles' song "She's Leaving Home" might be appropriately introduced).

The theme of passivity, for example, might be conveyed by the teacher's play-acting while reading and drawing the attention of the students to the relevant images, encouraging them to find more examples.

No doubt with this group more time will have to be spent on language work. Many words will be unfamiliar and the problem will be magnified because the security-based habit of guessing intelligently is not yet fully ingrained. However, one might make a virtue of this necessity. Reading literary texts in English, we have a legitimate reason for going slowly and analysing images and situations in detail — which for obvious reasons cannot be done at this stage in the General Literature class. We may therefore be able, via English literature, to help these students internalize concepts, discover various levels of meaning, in short — enhance their literary awareness, in the hope that this might be transferred to the reading of literature in their native tongue.

One of the well-known techniques which might be fruitfully employed in this context is role-play. However, whereas Group I students can be counted upon to take into consideration all and only relevant associations, Group II students may not be able to do so. Being often incapable of removing themselves from the scene, role-play may become more of an emotional "acting out" than an enactment of the story. If, for example, the students are asked to play-act Eveline's "weekly squabble" with her father, the teacher and the rest of the class may become involuntary witnesses of home- and peer-group squabbles, quite different from the one described in the story. Although from the motivational point of view even such acting out is welcome, the teacher's task will be to call them back to literary cues.

Group III — With this technically oriented group literary excellence will cut no ice. The teaching of English will be, in addition to everything else, a "defence of literature". By dint of salesmanship and dramatisation the teacher must attempt to show external and internal relevance.

As far as background material is concerned, Catholicism will be no more than a familiar term (Catholic marriage); Ireland — a country of strife and terrorism. Time-shifts or the author's implied criticism of Eveline's reactions will not present many difficulties, these students being capable of handling alternative or reversible processes. The main difficulty will be to justify the labouring over "tedious" details and the meaningfulness of the non-dramatic inconsequential plot, trying to make the students realize the universal applicability of this short story. Even if they could understand the finer literary points, these would not be considered worthy of any intellectual investment on their part. "Eveline" being a girl's story, the boys, who constitute a great majority of this group, will find it utterly devoid of interest. They will be frustrated by the non-optimistic ending and by the lack of direct reference to their own experience. On the other hand, the story is not sufficiently exotic to merit their curiosity; their reaction will probably be "so what?"

Here too a non-inductive approach would be preferable, but with the difference that the generalization offered by the teacher to start with will be more a motivational incentive than a prop. With this group, which has linguistic rather than perceptual problems, it might sometimes be advisable (perhaps less so with "Eveline" than with other stories) to initially read the story through from beginning to end in order to create a framework of ideas into which the student can subsequently fit the isolated details.*

"Under the Same Roof"

Given these differences, the natural conclusion might be that some form of streaming is desirable. However the national social lot was cast in favour of mixed ability classes and the option mentioned above remains purely academic. We have therefore got to find a way for combining the various strategies proposed and possibly even exploit, rather than ignore, the different patterns of response. A common denominator might be the tacit adoption of a non-inductive approach. By this is meant an acceptance of the need of the two weaker groups for guidance in the area of formulating generalized themes and ideas — a deductive method — but with the difference that these generalizations will be presented in universal, not story-specific terms (as described above); and the help of the stronger group will be enlisted in the process. This will provide the stronger students with the opportunity for higher level cognitive activity while supplying the necessary initial framework for the weaker ones. Approaching the issue in more specific didactic terms, a combination of three possibilities is at the disposal of the teacher:

a) division of tasks, assignments;
b) division of time;
c) group work.

a) Division of tasks, assignments

After a non-inductive introduction along the lines described above, the whole class might be given the option (not assignment) to read the story at home and come up with generalizations as to the main theme. The teacher then uses the most relevant suggestions, mostly supplied by the Group I students, as a deductive framework for the detailed reading of the story. Homework assignments can be differential in levels of complexity, for the students to choose from. Taking "Eveline" again as an example, here are some suggestions:

(i) Contrasts (Father–Frank; the past and the future as Eveline sees them);

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* It may be argued that for the 4 Point students in this group literature in the English class is dispensable and it would be preferable to read technical texts instead. However, these texts constitute a problem both for the teacher and the student. If the content is familiar the students will be bored; if the text is technically complicated, the English teacher may not find his way. On the other hand, experience has shown that technically inclined students will often respond positively to the teaching of literature when it is suitably presented.

(ii) the element of music in the story — trace, and find its relevance;
(iii) a list of words and expressions denoting passivity;
(iv) Eveline's letters to her brother and father;
(v) "Home" — Eveline's associations with this word;
(vi) the story told from Frank's point of view.

Back in class each student can contribute according to his ability, enjoy the variety of responses and the findings and information are pooled.

A similar division of tasks can be used in a role-play situation. To come back to the "weekly squabble", the better students should be given the more dominant role of the father; the weaker students, representing Eveline, will then be prompted to react in a story-relevant way. The same applies to enacting an imaginary conversation between Frank and his friend back in Argentina, where the weaker student, the friend, will just have to ask questions and comment — and yet be an active participant.

If the teacher decides that an initial frontal marathon reading is called for, especially for Group III, the better students, having grappled with the story on their own, can be asked to do the reading.

b) Division of time

In a class where the differences are pronounced, a time division might be employed. This implies that not all the students will be present in all the lessons and that some, usually the better ones, will occasionally be given the option of self study in lieu of classroom attendance.

The following is a suggested sequence for teaching a unit: after the first lesson, where a non-inductive introduction of the story is given, the teacher announces that the next lesson will consist of a detailed reading of the story, including work on vocabulary. The students are given the option of reading the story at home by themselves and spending the next lesson in the library finding background material and preparing a lecturette for presentation to the rest of the class (Catholicism, Ireland, patterns of courtship, etc.). In the following lesson or lessons these lecturettes will be interwoven at the relevant points in the reading of the story while the other students are encouraged to take notes and add their comments. A final lesson will consist of a more literary type discussion while the "non-interested" (i.e. probably the weaker) will be given the choice of a more prosaic assignment in the library for the teacher to check subsequently (e.g. an outline of the themes discussed in class; a short composition on "A Decision"; a vocabulary — cloze exercise). Thus, alternately, both the weaker and the stronger students will benefit from the opportunity to work in smaller, homogeneous groups without sacrificing the stimulus of heterogeneous interchange.

c) Group work

Here the initial task will be to create groups in which the ability levels are well-mixed, with the higher level student guiding the weaker ones in dealing with the specific assignment. Even if the weaker students are only passively involved at first, this may still be preferable to letting them get lost in the more general high level discussions. (Obviously the principles of group-work tasks should be carefully observed.)

A possibly more stimulating group activity would be an initial arrangement of homogeneous groups with a jig-saw like distribution of assignments, e.g. (i) the weak group prepares a vocabulary quiz; (ii) the second group prepares a scrambled outline of the plot; (iii) the better group prepares a list of images and (iv) the best group prepares a list of controversial issues or non-obvious questions. Then the homogeneous groups break up and reform into heterogenous ones where one member of each of the previous groups is represented. Each member of this new group presents his/her assignment to the rest. The first will test the vocabulary, the second will ask the others to unscramble the outline of the plot, the third will present the images and ask for their significance in the text and the fourth will lead a discussion. On the basis of the written report submitted, the teacher can coordinate and work on the material which was not covered by all the groups.

Text Selection

The differential approach outlined above in the teaching of "Eveline" is applicable to other literary texts. But there still remains the problem of text selection.

Obviously, for Group I almost any literary text suitable from the point of view of the language and the age group will qualify. For Groups II and III material should be chosen which can be analysed in terms of the student's own moral and existential thinking. The criteria for the choice will not necessarily have to be high literary value but rather texts which lend themselves, upon intensive reading, to literary analysis. For these latter groups a romantic thriller like "Rebecca" by Daphne du Maurier (in its simplified version) would be suitable. Being a first person narrative it invites exploration of multiple points of view, it raises controversial moral issues and promotes value clarification (e.g. the need to come to terms with the realization that the hitherto admired hero is a liar and a murderer).

By using the time and task division strategies, the teacher might ask Group I students to read the novel extensively and do relevant composition work or other assignments, while providing more intensive study sessions for the weaker and less motivated students from Groups II and III.

Occasional summing-up lessons can be arranged in which the differently-paced readers are brought together to compare notes and exchange views. Some of these strategies can also be applied to the teaching of poetry and might help teachers overcome their natural reluctance to deal with this topic in a heterogeneous context. A judicious selection of poems and lyrics relating to a common theme and a jig-saw allocation of assignments might turn even this "horrendous" task into a "mission not entirely impossible".

TEACHING A UNIT ON THE HOLOCAUST, USING ARTHUR MILLER'S "INCIDENT AT VICHY" AS A CORE

by *Natalie Hess*, Gimnasia Ivrit, Jerusalem

Introduction

The events of that period which we have chosen to call "the Holocaust" will probably always remain unexplainable. It is therefore impossible "to teach the Holocaust." Yet studying those events will forever remain a human necessity and a Jewish duty.

40 years have gone by. The messages, when perceived, change. The way a culture looks at the Holocaust probably expresses more about the problems of the culture itself than about the events. In Israel we know more. Our collective memory is wider. We have institutionalized our grief, but we have not come to terms with it. We have no answers, but as Jewish educators we must continue to ask the questions and to promote a dialogue with history in our class rooms.

Incident at Vichy is a quiet play about horror. Yet on stage there is no violence, no blood is shed, few blows are struck, no ghosts appear. Voices are hardly raised. Yet through our common cultural memory, and by supplying its own missing information, the audience enters a state of evil, the terrible evil of ordinary men. As we read the play, we are paralyzed by the certain knowledge of that atrocity of which we know, but which the innocents on stage cannot yet allow themselves to believe.

We see evil walking about garbed in a cloak of science. Miller's professor tells us about his degree in social anthropology and how "science is not capricious," and our one good man Von Berg predicts that evil shall emerge triumphant.

> "What one used to conceive as a human being will have no room on this earth," he says.

And yet, like in *All My Sons*, man's decency, or the need for it, remains Miller's central theme. In *All My Sons*, Chris tells his father, "you could have been better." In *Incident at Vichy* Le Duc tells Von Berg, "It is your responsibility that might have helped."

Von Berg stands up to the challenge and accepts the responsibility. He gives his life to save another unconditionally, and thus becomes the "Lamed-Vavnik" of the legend of the 36 Just Men, who by virtue of their justice inspired God to redeem humanity.

When the play was first produced, Miller was criticized for presenting the banality of evil by placing the victims and the victimizers on the same plane. The German major says to his prisoner, the Jewish psychologist:

> "I have you at the end of this revolver, and he (the professor) has me and somebody has him... I'm trying to understand why you are better for the world than me."

Today's more sophisticated audiences have seen this theme reiterated countless times and already find it less offensive. The Jewish audience of the 50's also resented the fact that decency had to come in Gentile form and that altogether the Jews in Miller's place of detention seem to be symbols of every human weakness.

All of this is largely irrelevant to the teacher of English in today's Israeli class room. What concerns us is not whether Miller's play is excellent literature or even if it provides answers, but much more so, the idea of whether it asks questions.

The contention of this writer is that the play provides meaningful teaching material simply because it poses over and over again those questions which ought to concern us and our pupils, the very questions which must be asked and debated in our classrooms. What are, then, the issues presented by *Incident at Vichy*?

I. Jewishness

The first one, it seems, is the one of Jewishness. The eternal "Who is a Jew?" question is alive and well right at the beginning of the play when the frightened artist Le Beau inquires:

> "Listen, you are a Peruvian, aren't you?"

Can our Israeli-born fathom the unmentionable? Can they grasp the minority complex? Can their empathy be stretched? Is it at all important?

> "Jews are not a race," says Le Duc. "They can look like anybody."

Are we then "members of history" as Bayard suggests, and do we need to know this for our preservation? And if history, then what do we mean by 'history'? Is history, as Von Berg suggests, "a question of certain people"? (I asked my pupils to compile a list of such people.)

Here we return to Miller's central theme as given us by Von Berg:

> "The few people of integrity is what stands between the world and nothing."

II. The False Hope Department

"Why did the Jews go on?" ask our youngsters. "Why didn't they attack the first German in sight?" "Why didn't they commit suicide?" Miller asks this too, and those held in his room of detention provide a whole garment made of those shreds of false hopes.

> "The trains carry volunteers."
>
> "The Gypsy is here because he stole the pot."
>
> "The Major is really a fine fellow. He does not belong to the S.S."
>
> "It is just a routine check of identity papers."
>
> "Von Berg too has been arrested and he surely is not Jewish."
>
> "I've gotten a letter from my cousin in Auschwitz. He says he's fine. They've even taught him brick laying."
>
> "Keep a certain sense of proportion. Germans are still people."
>
> "Marchand got out and he seemed very Jewish."
>
> "There is a shortage of physicians."

III. Indifference of the World

How could the world remain aloof, asks Miller through Von Berg:

> "When they murdered my musicians... not that alone, but when I told the story to many of my friends, there was hardly any reaction. That was almost worse. Do you understand such indifference?"

Do we? Is it simply part of human nature to be only passive and self-interested? Can the lessons of the past probe us towards activism today? Or is the suffering, as Le Duc points out, truly meaningless?

> "But you see," says Le Duc, "this is where one gets so furious, because all this suffering is so pointless — it can never be a lesson. It can never have a meaning, and that is why it will be repeated forever, because it can never be shared. It is total absolute waste."

Is Miller trying to share? Is that what artists do? Is that what we try to do in our classroom — share?

IV. How could Such a Cultured, Civilized, Well-Behaved People Have Committed These Atrocities?

This is one of the questions Miller asks over and over again.

> "Can people with respect for art," wonders Von Berg, "go about hounding Jews and making a prison of Europe?"

Monceau admires Germany's good audiences and speaks of the German ability to work hard, while Lebeau, the artist, sees danger in this:

> "Whenever a people work hard, watch out: they are going to kill somebody. Work is a curse. You're not supposed to worship work."

and later:

> "To work, without making work a god!"

Has it happened then because humanity worships false ideals?

> "Man is not reasonable," says Le Duc. "He is full of murder. His ideals are only a tax he pays for the right to kill with a clean conscience."

Is there really a basic need for hatred in humanity?

> "Must you hate someone else, in order to love your country," asks Von Berg.

and then:

> "A Jew is only the name we give to that stranger."

Each man has his Jew — he who is the other. Marchand certainly proves this in his attitude toward the Gypsy when he proclaims:

> "They are proud of stealing."
>
> "They'll tell you anything."

V. How Could Normal Life Proceed Side By Side With All This Depravity?

This is a problem which makes us see the world surrealistically, and which also deeply disturbs Miller. In *All My Sons*, Chris puzzles about it when he says that to the people at home the traumatic events of the war seemed like some sort of bus accident.

In Vichy, the detainees desperately try to attain normality, with references to telephone calls, missed appointments, coffee. The guard who strolls down the corridor has a revolver on his hip. He looks through the detainees as if they do not exist, refusing to hear the queries which would humanize them.

The horror is only accentuated by the occasionally seeping-in of normality. From the building next door, an accordion is heard playing a popular tune and the waiter informs us that it is his boss's son Maurice playing, and that in the nearby restaurant lunch will soon be served.

The Captain in his performance of duty is also mindful of keeping a frame of normality, and he presents a most realistic picture of Nazi methods when he admonishes his henchmen:

> "Try to avoid taking anyone out of a crowd. Just cruise around the way we did before and take them one at a time. There are all kinds of rumours. We don't want to alarm people."

VI. Why Was There So Little Physical Resistance?

Strangely enough, after forty years of analysis and exploration, this is still a hotly debated issue. Miller, in writing the play, certainly considered it a legitimate subject for discussion. Le Duc suggests overpowering the guard. Monceau immediately rejects the idea.

> "It's not civilized... the Germans above all are logical. Jew-burning is of no conceivable advantage to them... you are both crazy, they'll shoot you down!"

Here is simple human logic facing the ideology of evil.

Le Beau presents another side of the problem:

> "It's that they keep saying such terrible things about you. And after years, you... believe it a little."

While Le Duc, the psychiatrist, explains it this way:

> "You get tired of believing the truth. You get tired of seeing things clearly."

and later, bitterly:

> "They rely on our own logic to immobilize us."

These are all issues to be grappled with, both through conversations and through compositions in our classrooms.

* * *

TEACHING THE PLAY

Since this is a play in which all the action takes place off stage and in the minds of the characters and the spectators, it is a very talky play and, therefore, not easy to teach. The teaching strategies have to be carefully planned and structured so that the issues presented previously should not be missed.

Step One — The Author

My pupils met Arthur Miller during the previous year when they studied *All My Sons*. They know him as a perceptive critic of the American scene. He is clearly a part of the American social system. Yet could it be that as a Jew he is also an outsider on the American scene and can for this reason see it so clearly? I throw this question to my pupils before proceeding to the next step. Miller did not personally experience the Holocaust. Is it possible to write about events of such magnitude if you were not yourself a part of them? Will the imaginative empathy of a good dramatist together with background study be enough? Will such a writer perhaps be able to create more objectively than one with personal recollections?

Step Two — The Time

The year is 1942. What was the world like then? In Europe? In Africa? In America? In Palestine? Pupils are sent home to interview parents, neighbors, and relatives. The history teacher is asked in for a lecture.

Step Three — The Place

VICHY — We look it up in the encyclopedia — famous for its mineral waters and for having been the capital of Unoccupied France during World War II. Again we invite the history teacher as well as French Holocaust survivors. Occasionally the lecturers speak in English. When they speak Hebrew, we write English summaries.

Step Four — Script Writing

The following is dictated or presented on a stencil:

Le Beau: Cup of coffee would be nice. Even a sip. You wouldn't have any idea what's going on?

Bayard: I was just walking down the street.

Le Beau: Me too. Something told me — don't go outside today. So I went out. Weeks go by and I don't open my door. Today I go out. And I had no reason. I wasn't even going anywhere.

There are obviously the first few lines of the play. They are given here without any stage setting or acting instructions. Pupils are asked in pairs to supply these and to continue the dialogue for several more speeches.

After a feed-back session from several pairs, a discussion on the usefulness of the stage setting and directions is called for. We are now ready to read about Miller's place of detention.

Step Five — The Set

After some vocabulary problems have been cleared up, pupils are asked to read the set description on p. 267, looking for adjectives. On the board we collect a list such as:

1) unseen
2) grimy
3) unclear
4) frozen
5) thrown together
6) anxious
7) frightened
8) unkempt
9) aggressive

The above collection presents a picture negative — mysterious and threatening. On the second reading, pupils are asked to find more evidence of the atmosphere described above.

We find that we do not know where we are. This is *perhaps* an office. The set includes an unseen door. We do not know what is behind it. There are grimy windows, the panes of which we cannot see through, and so on.

Step Six — The Characters

The list of characters is long and confusing. It should be studied carefully before the play is begun in order to avoid later confusion and loss of interest. Some interesting questions for discussion are:

1) Why does the author present the group to us as a small orchestra?
2) Why are there no women present?

The characters are more walking clichés than people, yet, even as stereotypes, they are powerful. Let us explore why this is so.

Le Beau. His name means "the beautiful", and he is an artist. Is he named as he is because he deals with beauty or because his soul is beautiful (יפה נפש)? We don't know yet. Later we learn that he is the most fearful of the lot, and in greatest need of human contact and comfort. He is the man of feeling who refuses to find meaning in the absurd, just as he laughs at the people who try to find meaning in his pictures.

Bayard. Is he perhaps ironically named "the onlooker"? At first, he indeed seems to be the by stander as he tries to calm the excitable Le Beau:

> "Friend," he says, "it's no good getting hysterical."

He is the first one to reveal the unacceptable facts:

> "The cars are locked on the outside. And the stink. You can smell the stench a hundred yards away. Babies are crying and there are women."

And practically, he offers the only solution:

> "If you're on that train get out before it gets where it's going… You can chisel the wood out of those bolts and the doors will open."

Yet together with this manual worker's practicality, he seems to have totally swallowed the ideology of the labor movement. This is the view point that he has "rammed up his spine." Everything is the fault of the monopolies. He is part of the workers' rebellion which makes him a member of history and gives his potential suffering meaning.

Marchand. He is the self-assured merchant who knows that money can buy, and who indeed manages to buy his way out. Is it by selling other Jews? Is it by really being able to offer some crucial food supply? He ingratiates himself to the Germans and shuns association with his fellow detainees as if he fears that contact with them might contaminate him.

Monceau. He is the actor who believes in creating his own reality, by making them believe that you are who your papers say you are, and by showing them the face of a man who is right. He is later devastatingly analyzed as a self-destroyer.

Le Duc. He is the doctor, the cynical psychiatrist who understands the darker side of human nature, but fails to understand himself.

Von Berg. "Of the mountain," he is the solid granite of decency who looks upon Nazism as an outbreak of vulgarity. He is the only one who takes on and accepts the challenge to be better in spite of a meaningless universe.

The Old Jew. The only one in the play who identifies himself as Jewish is the eternal outsider, the man "who sees it all from the stars."

The Major (The majority of the German population?). He is the fundamental innocent caught in the net of evil. Not of the S.S., but Regular Army, and caught up in a dirty job that "must be done" in order to save one's skin.

The character list must thus be studied before the play-reading is attempted. But as the reading progresses, pupils should flesh out each character by noting what the person says about himself, what he reports that others have said to or about him, and how those on stage react to him or his words. Pupils should also note when the characters speak as individuals, and when they function as representatives of a type. Later, as one aspect of the Holocaust unit, pupils may present a character note-book.

Step Seven — The Themes

In addition to the basic issues previously presented, there are two main themes which ought not to be neglected. They are:

1) Coping with horror, and

2) Coping with spirituality.

Our characters all face that door behind which they will be revealed, and will have to face the unknown terror.

Bayard. He is the dedicated communist whose suffering was supposed to be strengthened by his ideology. He grasps at pragmatism as he enters the door saying:

> "I'm a master electrician with the railroad company... I'm classified first priority worker."

The Waiter. He chooses to appeal to what he hopes will be the vestiges of human mercy as he slides to the ground, weakened and pleading.

Monceau. The actor stays true to the rules he has set for himself. He fixes a smile on his face and walks erect and with confidence. Using the symbols of normalcy he cheerfully says: "Good morning, Captain!" as he enters through the portals of fear.

The Boy. With the intuitive simplicity of the young, he knows that he is lost. He has already given Von Berg the ring which he asked to be delivered to his mother. Yet he too clings to false hope and appeals through his youth:

"I'm a minor. I'm not even fifteen. Does it apply to minors? I could get my birth certificate."

These are probably the most wretchedly pathetic lines of the play. It shows a wonderful insight on the part of the boy, since indeed these people were often swayed by the right paper.

The Old Jew. In total abstention, he has to be physically carried away. He, as Von Berg has said, seems to be watching it all "from the stars."

Which brings us to the matter of spirituality. As the old Jew is pulled into the interrogation chamber, the bundle to which he has been clinging rips open. A white cloud of feathers blows up and out of it. For an instant everything stops. The feathers are totally incongruous. The professor looks on in surprise as the feathers float down. Some fall on Le Duc and Von Berg who stare at them. Le Duc picks the last one off his jacket, opens his fingers and lets it fall dramatically to the floor. The feeling is that this is definitely *not* a casual gesture.

But why the feathers? Symbols, in order to be powerful, must be firmly grounded in reality. On a realistic level, it is not difficult to accept this sack of feathers obtained from chickens plucked and on its way to the market place to be traded for much needed provisions. But the feathers, which have just touched the torturers, the righteous gentile as well as the totally assimilated and secularized Jews, are quite clearly symbolic. "What do they symbolize?" I asked my pupils. This was a genuine information gap. I did not know and I said so. Here are some of their answers:

1) Jewish powerlessness.
2) Jewish history, which has lost its life. The feathers are dead parts of what was once a living bird.
3) Lost Jewish spirituality.
4) Purity of Jewish religious belief, which even in its state of powerlessness touched all.
5) The illusion of Jewish heritage. (He carries his bundle so stubbornly and it turns out to be nothing but feathers.)

All of this can and should be elaborated on. My pupils wondered why there was no proud Jew present in this room — no Zionist.

How to Organize the Unit

While the play is being studied in class intensively, pupils have been asked to do extensive reading about the Holocaust as follows:

1) One full length book.
2) One poem.

3) One survivor's account.
4) One expository article.

After consultation with our history teachers and the librarian at Yad Vashem, the following books were recommended, but pupils were free to present other choices.

Friedrich, Hans P. Richter
Night, Eli Weisel
The Diary of Eva Hyman, Eva Hyman
Alan and Naomi, Myron Levy
Fragments of Isabella, Isabella Leichtner
I'm Rosemary, Marietta D. Moskin
Never to Forget, Milton Metzer
Motele, Gertrude Samuels
The Holocaust — A History of Courage and Resistance, Bea Stadler
Witness to War, Cathy Welner
If This is Man, Primo Levy
Man's Search for Meaning, Victor Frankel
A Bag of Marbles, Joseph Jaffe (this book about the Tom Sawyerish adventures of two young brothers escaping the Nazis is *unique* in World War II memoirs, because although it deals with the tragedies of the time, it is at heart an adventure story. Not to be missed by either pupils or teachers, as the setting is Vichy, France.)
A Holocaust Reader, Lucy Davidowicz
The Klaus Barbie Case and the Vichy Era, Elana Spector
"Corrected Record" fr. *The Jerusalem Post*, 16.12.83, Serge Klausfeld

In addition to these, pupils were permitted to make their selections from the Holocaust sections of both the *E.M.T. Reader* and *Communicating in English*, Book II.

Pupils were asked to summarize their reading selections and give personal reactions to their reading. A character notebook analyzing three characters from *Incident at Vichy* was made an additional part of the project. Pupils were given about a month and a half for the completion of their projects. Their reading was to be done in English *as far as possible*. This meant, for example, that a pupil chose to read two selections from Lucy Davidowicz's book in English and the remainder in Hebrew.

Besides reading survivors' accounts, some pupils chose to interview survivors. One pupils focused her entire project on "Children of the Holocaust."

After the reading of the projects, the teacher might choose the most interesting section of each and have these presented in a panel discussion forum. If such a forum inspires more reading, a second, more casual round — this time using only oral reports —could be the result.

Teaching the Holocaust unit was found to be worthwhile, since its intrinsic excitement offers genuine opportunities for communication across disciplines, and creates an atmosphere which is of the highest educational value.

(*Editor's Note*: The Play "INCIDENT AT VICHY" is very relevant material for study, as this article points out. In addition, it is a play by Arthur Miller, considerably shorter than his "ALL MY SONS", which is the most popular play in the literature programme. Teachers now teaching the longer play, who are worried that the increased stress on oral skills for the new Bagrut will not enable them to teach the reading programme sufficiently, should therefore consider teaching "INCIDENT AT VICHY" instead.)

SOME UNITS FOR GROUP WORK IN SECONDARY SCHOOLS

by *Yaffa Kleiner-Brandwein*, English Inspectorate

In preparation for the Oral Exams in their new format as of 1986, I would suggest that teachers build up units that revolve around the topics for group discussion given in the booklet "Guide to the Bagrut Examination", by Hazel Carmon. These units would very naturally include whole class and individual preparation for taking part in a group talk, and reading-passages from which pupils could glean information to base their opinions on.

It seems to me that what can make these Units successful, and enable the pupils to talk on a topic without the immediate intervention of the teacher, would be the following three basic principles upon which one could build the units:

a) *Personal involvement* — as part of the pre-discussion section of of the activities, the pupil must be brought to feel that he *wants* to talk about the topic at hand. That means finding an *individual* activity related to the topic which will *not* be general in tone, but rather very specifically geared to the personal experience of the pupil.

b) *something to say* — We cannot expect successful group *or* class work to result from our presenting a topic for discussion by saying: "There is a serious problem of ——— in Israel. What do you think about it?" In most cases, pupils do not have enough knowledge about the topic to be able to think *anything* about it. Or, on the other hand, they may have an opinion (usually taken from home) which has little basis in fact. In either case, pupils need to be provided with either reading material that presents facts, or activities that make their opinions clearer to themselves — personal questionnaires, for example.

c) *A task to perform* — The activities the pupils will be asked to carry out should be geared to a task, not just a question. A task can be making a list through agreement with the whole group on certain points, making recommendations to be presented to a committee, filling out questionnaires, making up questions for interviewing a particular group of people, solving a mystery, etc. As pupils get involved in carrying out the task, they often forget they are speaking English, and do so unconsciously.

This article presents two suggested units for use in the 10–12th Grades. (The reading passages suggested might be simplified or changed according to which of these Grades one is dealing with.)

I. Women and Men / in Society / at Home / Changing Roles and Functions

a) Ask your class what the female members of their families do for a living, or as an occupation. This means mothers, aunts, older sisters, grandmothers, etc. After a few minutes of gathering this information from the class, ask them whether they think *they* have more possibilities open to them. As part of the same question, do they think *their mothers* had more opportunities than *their* own mothers?

Since this section is intended to be a short introduction to the topic at hand only, it shouldn't last more than about ten minutes.

b) Now tell your class that they will have to go home and find out the real story from the female members of their families. You ask them what questions they will need to ask mothers, aunts and grandmothers in order to find out what it was like being a woman and a girl 50 years ago. As they give these questions, in *question form* you write them on the board and have them copy them afterwards.

c) (This next section may be done either following (b) and in the *same lesson* or after the reporting back on (b) in groups in the *following* lesson).
Ask the class to break up into groups of 3–4 and prepare questions for interviewing any couple (or one part of that couple) they know (including teachers). Their questions should be an attempt to determine who does what at home. *If your class is weak to average*, then this part should be done after the reporting back on (b). The writing of the questions should be done on the board in front of the whole classes; they should then break into groups and continue, etc. *For the average to strong class* it should be part of the homework assignment of (b) in the first lesson. Tell them to try to interview in English if possible.

d) The problem of vocabulary can be handled in many different ways. For this Unit, I would prepare a list of necessary lexical items and idioms (from Colin Blacks, *A Handbook of Free Conversation*, OUP), and give it to the weakish class at the beginning, and to the stronger class at the end of the session, while putting up any items they ask for on the board.

e) In the following lesson, *in the class where both assignments have been given and carried out*, divide the pupils up into groups of 4–5 that are mixed in terms of these assignments, i.e. have pupils from different communal backgrounds in each group (if feasible) and have one representative only of each small interview group. The purpose of this obviously is to get a variety of experiences into each discussion group. Ask them to tell one another about some of the things they have discovered. After about 8–10 minutes of this, I would tell them to remain in the same groups, and try to come to an agreed-upon list of 1) how woman's lot has improved, 2) how it has worsened, and 3) what things they think have not changed yet and need to be (outline on board).

f) In the *weaker class*, the pupils should be broken up into small groups (3–4) and also be asked to tell one another about what they have learned from the questions they asked their female relatives. Try to make each group contain pupils whose parents come from different ethnic backgrounds. After about 10 minutes, ask them to make a list of what things seem to have changed. After each group reports back to the whole class on their conclusions, elicit the questions for an interview of couples, etc., as set out above in (c). This will be their next task. If this seems to be a bit difficult for them to prepare on their own, begin it on the blackboard, and *then* ask them to continue in groups.
(The next session for the weaker class should ask them to finish up the assignment already given to the stronger (see (e)).

g) The stronger class should be given several passages to read at home, all of which deal with the topic at hand, one way or another. Two possibilities are relevant material from *Outlook*, Byrne and Holden, Longman, and the article "The Marriages Britain Breaks Up", from *Understanding Ideas*, Swann, CUP. Additional material can be found in *Time Magazine*, and in *The Jerusalem Post*. Be careful not to make the level of the passages too high so as not to inhibit the gathering of information to be brought to the group discussion. What I suggest is that different groups get different passages to read at home.

h) In class, the next day, the same groups reconvene, and each discusses the article as thoroughly as possible. Guiding questions as to what in the articles is to be discussed should be put on the board, such as: Where is this article taken from? Who is speaking? Where do the events take place? What are the events? Is the writer for or against what happened? What is his tone in the article? etc.

i) Then the class should be regrouped, so that each group has a representative of each article in it. Then each person in turn tells the rest of the group what his article was about.

j) As a summation of this, each group must now come to a consensus as to whether the changing roles of man and woman have been for the best, and what recommendations for further change they would make.

k) It is likely that the teacher will feel that the weaker class cannot handle reading passages on its own and understand them well enough to report to a group without the teacher's help. If this is so, the teacher can give just one article to the entire class and discuss it thoroughly the next day *frontally*. Then, a second article can be given to all, and read and discussed by the pupils in groups. (Obviously this second article should be slightly easier than the first.) Then questions of comparison between the two situations should be answered by the groups, and the rest of the unit carried on as suggested. In connection with the reading passages suggested in this unit, ESH 10 *People of Vision*, has an excellent unit on Women's Rights, which would be beautifully suited to weaker classes, or lower grades (9th and 10th).

l) As a follow up to all this, one might activate the class in role-play situations relevant to the topic. For example, split the class into fours. Two of the group will be employers in a large company, and two will be a man and a woman applying for a job that was advertised. Have each of the pairs make up the details by themselves, such as what kind of company it is, what job is being advertised, what its specifications are, what the educational and work background of the candidates is, what kind of people all of them are. These points should be written up on the board as guidelines for the pairs. Then the groups are asked to act these out simultaneously. At the end of this section, you might have different groups in the center, re-acting their role-plays for the whole class, and switching off different characters (from amongst the audience) in the middle. Another situation which might lend itself to this section of role-play is that of a couple, both of whom work outside the home, and who have two children. The husband is being promoted to a higher position that entails moving to a different city. The wife will lose the job and position she has taken years to get to, if she leaves the town.

II. The Educational System etc.

a) Put up the word SCHOOL on the blackboard in large letters. Ask the pupils to brainstorm with any words that come to their minds in association with SCHOOL. Have the pupils copy the words into their notebooks. Also have prepared a list of lexical items and idioms that you think the pupils will need, and which would not come out naturally in associations. If, when the pupils are contributing words for the blackboard, they want a particular word that they know only in Hebrew, give them the English equivalent.

b) The following task is to be done individually. Ask each pupil to write down what the worst experience he ever had in school was, and the best. Give the class 5 minutes for this; do not rush them.

c) Ask the class to divide up into groups of about 4–5 and tell each other about these experiences.

d) After about ten minutes, ask the groups to try to list what things are liked or disliked and how many people in the group liked or disliked each item.

e) Have the groups report back to the whole class, in a circle, and encourage comments, comparisons, etc.

*f) Prepare 3–4 passages on Education, or aspects of it, in different countries. Some possibilities are the material on Comprehensive Schools in *Outlook* (see Unit I, above), the article "Summerhill Education and Standard Education", in *Understanding Ideas*, and excerpts from *How Children Fail*, by John Holt. The texts for the Reading Comprehension and Listening Comprehension tests of the Summer 1985 Bagrut also deal with education and can usefully be adopted here. Obviously the more varied the material presented by the teacher, the better. Different groups of pupils should get different articles to read at home.

g) The following lesson should begin by having the groups discuss what they have read (at first in the groups where everyone reads the same article). Then they should switch groups and report to the other pupils what their article says. As in Unit I, write guiding questions on the board for them to follow when discussing the article in their own groups and when reporting to the others. An example of these might be: What country is being spoken about? What is being described? How does that compare with what you know of the Israeli school? Is the writer for or against what he is describing? What do *you* think about it?

h) The groups are then asked to come to a consensus about which of these places they would prefer to study in, and which they would not want to at all, with reasons.

i) The groups report this back to the whole class.

j) Now the groups have to make up a list of 5–10 recommendations for changes in the Israeli school system. These changes must be reasonable, and they will have to be explained and argued in front of the whole class, in order to get everyone's agreement.

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* For the weak to average class it is recommended that *one* article be given to the entire class for homework and discussed frontally the following day. Then a second article be given for them to work on in groups (see Unit I).

k) The kind of role-play that will follow this unit should take the form of incidents that happen in school. For example, a headmaster invites a parent to school to complain about his son/daughter; or a teacher talks with a pupil and his harassed mother about having caught the pupil cheating on a test; or, two pupils try to bully a third after having caught the pupil cheating on a test; or, two pupils try to bully a third one into joining them in stealing school property. These incidents should be delineated by the teacher; the characters of the role should be left to the pupils.

One may do this by allowing time for the individual 'actors' to decide on the character of the role they are taking on; or it may be done through ad-lib. In the latter, the groups of three should be given some time to play this out simultaneously. After they seem to be quite involved (and *before*) they finish, or get tired of it, ask three different actors from three different groups to come to the center and do the role-play. In mid scene, ask the same three people to switch the roles. Then, in mid-scene, ask people from the audience to take over a particular part, etc, etc, etc.

Any amount of practice of pertinent vocabulary and any number of language exercises on relevant grammatical points can and should be interspersed throughout the units.

Bibliography

The following is a small but essential selection of reference books on the topics of ROLE PLAY and GROUP WORK, which I am sure both the Junior High School and the High School teacher will find *extremely practical*. Each has a wealth of ideas and specific activities that can be used as they are, or adapted to the teacher's individual classroom.

Matthews and Read. *Tandem*. Evans Brothers Limited. 1981.

This is a booklet of Communicative activities at the *Pre-Intermediate Level*. It contains material for 29 pair activities. The booklet is divided into the A and B parts of each activity, so that each participant has slightly different information from the other, and in order to complete the task at hand, the information must be shared. HIGHLY RECOMMENDED for training pupils in working with their peers, *before* they go on to group work itself, e.g., at the 8th or 9th grade level.

Livingstone. *Role Play in Language Learning*. Longman. 1983.

An excellent presentation to the teacher of the basic principles of Role Play, and of the use of it in the classroom. Takes the teacher and the pupil through the elementary, and highly controlled, use of Role Play up to the advanced, creative level. Explains problems, and how to make long term preparations. *Very practical and basic* (has good bibliography).

Holden. *Drama in Language Teaching*. Longman. 1981.

This is a very intelligent treatment of Drama in the classroom. Holden tries to get the

teacher to build up to Role Play by first working on improvisation without words. The purpose behind this is to get the pupils willing and able to move, express emotions, and use objects in order to obtain what they want. Gradually, words are introduced. For the teacher who does not feel equipped to deal with the improvisation stage, there are plenty of role play activities, including *pictures for cueing* which can be reproduced. The activities can be adapted to one's class level, but the source material in the book seems suited to the 10th grade and up (pictures, situations). *Excellent bibliography.*

Byrne and Rixon, *Communication Games*, NFER Publishing Company Ltd, 1979.

This is perhaps one of the very first books of its kind to be published under the influence of the Communicative Approach to Foreign Language Learning/Teaching. It gives explicit, detailed instructions about how to play games that entail information gaps and are task-oriented, and in which fluency at any level is stressed. There are games for pairs, for small groups and for larger groups around a board. Not only are instructions given about how to play the game, but how to make the game, too, including all the materials needed.

Ur, *Discussions that Work*, Cambridge University Press, 1981.

This is a book that provides a great deal of practical activities for the intermediate and advanced levels of learners, most of which are task-centered, or, in other words, ask the participants to come to a conclusion about something, or solve a problem presented. On the way to doing this, they are provided with enough stimulus and cueing to speak in English. Has very good section on the use of pictures, and an interesting bibliography. HOME GROWN and well worth having!

Maley and Duff, *Drama Techniques in Language Learning*, Cambridge University Press, 1978.

This is a book full of imaginative and stimulating communication activities for every formation possible, i.e., pairs, small groups, large groups, whole class. Some of the activities demand minimal props, most need nothing but the participants and instructions. For each activity, there is an indication of the language level it is suited to; however, I think most teachers will agree that this is best for 10th grade classes and up, since most of the activities are rather adult. VERY GOOD RESOURCE BOOK FOR THE TEACHER.

Rinvolucri and Berger, *Mazes*, Pilgrims Publications (or Heinemann).

This is a series of reading cards which present problems to be discussed and resolved. At each stage of the problem-solving, several choices are offered, each choice having consequences which in turn have choices to be made. The book also contains suggestions for lead-in exercises to familiarize the learners with the topic before they get to the problem. The topics are adult in interest, and tackle real problems. VERY GOOD for the 11th and 12th grades.

Aston, *Interact*, Modern English Publications, 1982.

A booklet of communication activities — games and role play — which are mainly based on the principle of the information gap (see *Tandem* above). All the material needed to do the activity is in the booklet, including boards, for one or two of them, maps and grids for others. Looks *very* practical for the lower intermediate up to advanced level.

Heyworth, *Discussions*, Hodder and Stoughton, 1984.

This is a booklet of situations/problems which will appeal, interest-wise, to the young adult (11th and 12th grades up). The learners have to familiarize themselves with the problem at hand, via the small snippets of reading information given, and on the basis of that, take roles suggested, and play it out. Very stimulating and PROVIDES GOOD MATERIAL ON EACH TOPIC.

Clark and McDonough, *Imaginary Crimes*, Pergammon Press, 1982.

A beautiful book full of crime situations, the trials of which are to be acted out. The crimes, by the way, are *not* gory; rather, they deal with such topics as dangerous driving, questions of inheritance, drug smuggling, and one crime of passion. The interesting point about this book is that it gives a synopsis of each crime to be read by the learners, and then questions or cloze exercises on it. Character descriptions are given for the role play, and exercises in the types (plus *form*-) of questions that the characters can ask, making the exercises *not* totally free and uncontrolled. HIGHLY RECOMMENDED.

Littlewood, *Communicative Language Teaching*, Cambridge University Press, 1981.

This is an extremely easy-to-read exposition of the communicative approach in its practical manifestations in the classroom. Very basic and simple activities suggested for the classroom, especially good for someone just starting out in using non-frontal activities. NICE.

Lee, *Language Teaching Games and Contests*, Oxford University Press, 1965.

YES! It's still around, and still worthwhile. A book chocfull of games, mainly for the elementary and pre-intermediate level, some of which are suggested as group games, most of which can be adapted to such. A BASIC. Ought to be in every TEFL home!

Markstein and Grunbaum, *What's the Story?* Longman, 1981.

This is a booklet of sequential photographs around which comprehension and cloze exercises have been built. The photographs are very simple, and fairly unambiguous, perhaps lending themselves to the pre-intermediate stage of learner.

"EXTENDED SPEECH" IN THE BAGRUT EXAM

by *Carola Trattner*, 'Shazar' Municipal High School, Bat Yam

Introduction

A pioneer guide to the new oral Bagrut examination, prepared by former Inspector Hazel Camron, has recently been published under the auspices of the English Inspectorate, Pedagogical Secretariat, Ministry of Education and Culture. It carries pictures for use at the interaction 'station', situations for role-play and topics for group-discussion. The "extended speech" section gives a few examples of possible monologues.

It is the aim of the present article to develop the topic of extended speech for Matriculation examinations from Summer 1986 on.

An attempt is therefore made here to offer a definition, examples of topics for extended speech, to raise some of the problems connected with this section of the exam, and then to present, in theory and practice, suggestions for the training of pupils about to sit for the Oral Bagrut.

Definition and Examples

First of all, what is extended speech?

An oral composition, which may assume any of several forms: a description, a narrative, a speech, a lecture, a discussion...

The candidate may be requested to describe a place (e.g. Jerusalem, visited by a tourist for the first time; buildings in Tel Aviv — picture no. 1 in the Guide — comparing size, style, design of buildings in the country or abroad); an object (a stamp-collection, for instance; the description can then be followed by information on the pupil's hobby, in detail); a person (the candidate himself, a member of the family, a friend, a teacher, a book- or film-hero, a cinema star, a novelist); a process, i.e. the interaction between a person and a place, a person and an object (immigrant absorption in Israel since the inception of the State, a basketball game, preparation for the Bagrut exam, organizing a Hanukka party at school, the ongoing campaign for keeping the country clean and beautiful).

In a narrative, the student may recall the class adventures during the annual trip to Eilat; or personify the eye-witness who reports an accident to the police; or (with the Compulsory Reading Programme as a source) tell about Eveline as if he were her father; he might play George Stoyonovich, at the age of 45, reminiscing about his laziness to himself; or — as the teacher in 'The Split Cherry-Tree' — bring the day's happenings to his wife's knowledge.

Two topics given by the Ministry of Education for the 1984 and 1985 Bagrut written composition can be used as suggestions for a speech: a school graduate addresses teachers, parents and colleagues at the end-of-the-school party; a former pupil in Israel tries to convince parents abroad to send their children to study in the Holy Land. We may add a telephone call, with the voice of one speaker only heard (what the other party says may be inferred from the answers). (Other examples: complaint to a Travel Agency for not fulfilling its obligations during a trip to Spain; buying a dress; looking for a special book.)

A lecture supposedly conveys information and discusses the pros and cons of a problem. A Biology teacher may, for example, introduce the question of suntan in the past and in the present (reviewing opinions of different social classes; touching upon kinds of work, clothing etc); or that of plastic surgery (following a war; in fashion). A linguist will speak about similarities and differences between Hebrew and Arabic. A social worker or a school-counsellor can present the problems of underprivileged children. A historian may expound on family relations before and after World War I. An engineer will find pleasure in presenting the development of technology in the 20th century, and so on and so forth.

Which brings us to the discussion proper. Within it, pride of place goes to putting forward arguments. The advantages and disadvantages of a BMW car; comparison between an Audi and a Peugeot. How does one choose a wrist-watch? (choice influenced by the buyer's age, by the user's age, by climate, by purpose). Why do pupils choose a certain Trend in the upper grades? Where would you like to go on holiday? Why? Which should come first, military service or university studies? What film/TV programme shall we watch? What radio broadcast shall we listen to?

The present writer has used cuttings from newspapers that lend themselves to more than one approach, such as: an ad for 'Dogli'(develop the subject of pets); statistics on People Helping People (famine in Africa; old people in Israel); Independence Day (programme of events and festivities); Help Fight Cancer (incurable diseases, mercy-killing; voluntary associations of all kinds); The War Against Drunk Drivers (with pictures of victims and the life-story of the drivers); Breakdancing (reference to the films released here; comparison with other kinds of dancing); Modulex houses (Choose the house of your dreams); The role of the woman in contemporary society; Pick up a soldier.

The appendix at the end of this article offers further suggestions for extended speech.

Communication Problems

The whole idea of modifying the Oral Bagrut started from the desire to lay greater stress on communication, on testing the ability of the graduate to express himself fluently, accurately, logically.

In the process of communication, in the exam, the emitter or transmitter is the candidate himself; the receiver — the examiner; the message consists in what the pupil intends to convey, on the basis of the subject assigned; the means of communication is the candidate's speech.

This process however is confronted with a number of questions, and some of them — I am afraid — have no immediate answer.

a. The extent of time at the candidate's disposal for extended speech is about two minutes. What if his time of reaction is long, if he needs to sit and think of what is required of him, work out a plan, prepare a list of the necessary vocabulary? Perhaps a second candidate should be allowed in the room, while the first one is being examined, so as to ultimately save the examiner's time.

b. The examiner is supposed to ask questions about the pictures and topics of discussion studied in the Eleventh and Twelfth Grades. Does this not finally drive weaker pupils to learn a number of topics by heart? Individual creativity is then doomed. Such an attempt on the part of the candidates risks ending up with lower scores than they would be able to achieve otherwise. Learning by heart creates bondage: the pupil endeavours to remember the exact phrasing of the material he prepared at home, and gets stuck if he does not manage to.

A former approach to language teaching upheld that you form habits when you learn a language. A more modern one claims that you acquire skills. The habit is unconscious, the skill is conscious. In other words, the candidate who learnt by heart went in for habits, but he does not have command of the skill. In actual fact habits and skills co-exist and co-act; their weight largely depends on the candidate's personality, on the time and place of the utterance, on psychological pressure etc. Free speech should therefore be encouraged, to obviate the drawback of prelearning.

c. The four main skills are interconnected. Listening and reading are useful ways for the learner to acquire a certain range of vocabulary and grammatical structures among other things; vocabulary and grammar that — as a speaker in his turn — he will be called upon to turn to good account. It is therefore desirable that teachers should emphasize the necessity and reality of integration, and not just have a 'conversation class' once a week, entirely removed from Reading Comprehension, Listening Comprehension and Writing.

d. Unlike certàin Western countries, Israel does not have debating clubs in school.

This means that the pupil is often at a loss what to say and how to say it, even in his mother tongue.

Besides, ours is a country of immigration par excellence. This is why the cultural background of the various layers of the population and of the (originally) different nationalities varies so widely. As a result, the candidate may feel handicapped in the oral examination, since what is required of him is not just what the school has taught him, but also a certain amount of personal experience, of knowledge, of understanding. And this he was unable to get in the framework of his family.

The solution would be a change in the general curriculum: the introduction of Logic, to help the young structure their thinking; and of debating techniques, in an organized and systematic way. Obviously, even if this proposal were accepted and implemented, the results would only become evident in several years from now. How then should the pupil get ready for the Matriculation "extended speech" examination under present circumstances?

Training — theory

The extended speech being in fact a composition, the rules of composition roughly apply to it as well.

First of all, the pupils make a plan, with a central idea and a few supporting ideas. They arrange the latter in some order (logical, chronological or of importance).

They start (opening paragraph) by a definition of the subject, a concrete example from which certain general conclusions can be drawn, a general statement which is subsequently illustrated by examples, the background of their subject (historical, geographical, social, psychological), an anecdote, a personal experience.

They develop by resorting to logical categories like classification, time and space, comparison and contrast, cause and effect, analysis and synthesis, hypothesis and proof.

They end (concluding paragraph) by a summary of the thoughts expressed, conclusions from the development, an indication of the relation of the central theme to other possible fields.

Normally, indeed, the extended speech should comprise an opening (an introduction), a development, and an ending (conclusion) — like any other composition; the ending however may never be reached on account of the time limit.

Thus much as regards the general organization and content.

What is to be taught in the field of language?

Teachers and textbooks in this country seems to belong to two schools: the traditional, and the functional-notional communicative one.

The former teach pronunciation, morphology, syntax and vocabulary.

The latter have enthusiastically gone in for situations, functions, registers.

The Guide states precisely what the requirements are, for both categories: fluent speech, with correct (native speaker) pronunciation and intonation; correct use of grammatical structure at the highest level taught in the secondary school; and a rich, idiomatic, accurate and acceptable vocabulary; use of conversation markers; no repetitions.

Also, appropriate use of functions, and the right choice of Register.

Situations are realistic circumstances in everyday life (see Appendix); functions are the purposes for which people communicate (greeting, introducing someone, asking for information, saying what you want, giving an opinion, disagreeing, accepting an offer of help, warning, encouraging, changing the subject etc.); registers are ways of speaking (formal, neutral, informal) on a certain topic, with a certain psychological attitude, in a certain setting. The social relationship between the speakers also influences the way of speaking.

To illustrate the wide possible range of functions and registers, Wilga Rivers asks, in her well-known book *Treaching Foreign-Language Skills*: "In what circumstances would you use each of the following?: Open the door. Open the door, please. Would you please open the door? Would you mind opening the door, please? It's stuffy in here. Would you mind very much if the door was open? I wonder if we could open the door. Goodness! the door's shut. Please! You're nearest. Go on!"

Perhaps a special mention should be made here of form and meaning, and context and meaning — two problems the study of which is indispensable for the correct use of functions and registers.

Traditional grammar teaches the Imperative, the Interrogative and the Affirmative as different forms of the verb; different in building, different in meaning. Actually, however, a request may be expressed in any of the following ways: Give me your pen, please / Will you give me your pen, please?; and advice: Do as you are told / Won't you do as you are told? / You should do as you are told.

The meaning of the function is approximately the same, the form of expression is different, in keeping with the Register; what makes the form vary is the different social relationship.

As regards context and meaning, the form is the same, the meaning however is different. "When are you coming back?" uttered by the wife of a sick man expresses worry and affection. If spoken by the mother of a bad boy, it is probably shouted in anger. If asked by a scientist, it may refer to the plans of an expedition, etc.

Here the function is the same, the register is different. What makes it different is the psychological attitude.

It goes without saying that the presentation of the two schools of language mentioned above has been over-simplified; the space at our disposal does not unfortunately permit a deeper analysis thereof; besides, this article has another objective.

Let us now see what practical application the training theory can find — on the understanding that these are mere suggestions, not the only possible way, and that every teacher should encourage creativity in the class.

Evidently, not all the logical categories listed under "Training — theory" are relevant or suitable in every case.

Training — practice

Pictures 24 and 25, p. 17 of the Guide, show Absorption Centres of the early Fifties. Central idea of the plan: Israel is a country of immigration.

Opening "paragraph":

- — My parents came here from ...
- — The first settlements in Israel, about one hundred years ago, ...
- — I studied Hebrew at the ... Ulpan.

Development, time and space:

various waves of immigration: pioneer Russian and Polish settlers in the 9th decade of last century; German Jews after 1933, when the Nazis rose to power; survivors of the Holocaust and Jews from Arab countries after World War II; etc.

Development, comparison and contrast:

1950–1953, tents and huts, no running water or sewerage, children playing in the sand with no supervision;

30 years later, absorption centres in comfortable city hotels, kindergartens – schools – Ulpans (all organized), medical assistance

Development, cause and effect:

How can the 1950 situation be explained? Israel is a country of limited material resources. At the time, the War of Independence had required heavy human and financial sacrifices.

Between 1953 and 1973, Israel experienced economic growth, unprecedented even on a world level (especially developed: agriculture and high-tech branches of industry — aviation, electronics). This growth enabled the State to allot large funds to the absorption of immigrants — despite the economic crisis which began after the Yom Kippur War.

Concluding oral "paragraph":

The early immigrants who lived a hard life in improvised and primitive absorption centres seem to have been ideologically more deeply motivated in their everyday activity, in building up their homeland than the later ones who had a relatively easy life from the moment they stepped on Israel's soil.

Language — Register: neutral, formal

Functions needed: saying you know / you do not know / you are (not) sure, giving an opinion, suggesting, giving examples, summing up (among others).

A Suggestion

This article will certainly trigger reactions. The writer thinks that a seminar or a workshop, organized by the English Inspectorate, would be welcome. It would discuss feedback in two stages: one meeting during the year of preparation for the new oral Bagrut, and another one after the first new exam, to evaluate results.

APPENDIX — Situations

1. You are interviewed for a job and have to describe your family and yourself (studies, activities you are good at, hobbies, sports, making friends).
2. You are baby-sitting and the child refuses to go to sleep. You start telling it about your childhood, family habits, parents (working outside or at home), pocket money, eating habits, who did what in the house (cleaning, shopping, cooking), your homework, receiving guests.
3. Holiday jobs. You explain to a friend the possibility of working in a bank, or in a store (loading cases), or as sales-assistant (in a bookshop, a shoe-shop, a refreshment kiosk), or as a waiter in a cheap restaurant. Speak about working hours, pay, fringe benefits, tips, the opportunity of making useful acquaintances, distance from home.
4. A round table is organized with a view to changing present school organization and demands. You present your point of view about the various streams (Maths, Biology, Oriental Studies, Languages, Sociology and Economics, Literature and Drama, vocational), on the educational value of marks in oral and written examinations (periodical, midterm, end-of-the-year), on how well the current school-system trains young people for integration in society, for life.
5. You have been elected a member of the students' school-committee. On the one hand you have to defend your fellow-students' interests (dates and timing of tests and examinations, level of marking, teachers' attitudes towards their pupils), on the other you have to defend the rules and regulations of the school (observance of discipline and uniform-wearing, punctuality to classes, avoidance of cheating, respectful behaviour toward your teachers etc.). Explain how you approach the two parties.

6. The Literature teacher together with your class-teacher are trying to find out who adolescents are mostly influenced by. Speak about your parents, teachers in elementary/junior high and high school, friends of the family, a stranger you met on the bus or at a party, some film star, sportsman or prominent figure that you have been influenced by or that you would like to resemble. Explain why.
7. An unexpected inheritance makes it possible for your extended family no longer to live under one roof. Your grandparents can now have a house of their own, and your parents will just keep you and your brothers (or else, you may choose to move in with Grandpa and Grandma). Discuss the advantages and disadvantages of life shared under one roof by three generations of people. Explain the choice you make.
8. Your cousin comes to spend a number of weeks with your family. What do you show him all over the country? Where do you take him first and why? How do you organize his leisure evenings at home (listening to the radio, watching television, inviting friends of his own age, taking him to the cinema, making music with your family, reminiscing).
9. You are living in a large village, but one day you are offered a trip to one of the bigger cities in Israel (Tel Aviv, Jerusalem, Haifa). You go sight-seeing and window shopping. Where do you spend most of your time? Describe the places and the scenes.
10. Your best friend is urged by his parents to become a technician / a shopkeeper / a medical assistant / a farmer, because his father is one, and his grandfather was one before him. The young person does not like the idea, because he feels he can become a full-fledged engineer. What arguments will the older generation invoke; how will the young man argue his way out of the 'trap'?
11. A friend from Beer Sheba invites you for a visit there. You take your first bus from Nazareth, as you were told. Describe the journey (how many buses you had to change, where you were supposed to buy your ticket, how long you had to wait for the next but each time, whether you met interesting people during the journey, whether you were helped by them to find your way more easily, whether your friend was waiting for you at the destination, feelings of joy and surprise at meeting.)
12. You share a room with your little brother. You have a test tomorrow, and he has brought three friends of his age to play with at home. What do you do? How does he react? Do you manage to finally convince him to make less noise? or to play outside?
13. You went on a long trip to Eilat a year ago. Who taught you what to take with you? Where did you sleep? Who took care of the food? Did you get at least one hot meal a day? Did you carry provisions from home? Can you cook? Are such trips

any good? Do they develop a collective spirit, discipline, tolerance, fighting against violence, shifting for oneself, facing hardships? What if someone falls ill on the trip? What kind of trip would you suggest for Ninth Graders? for primary school children? for High School graduates?

14. You find a stray dog in the street. Do you take it home? Why (not)? Do you have any pets? What does a dog eat? a cat? Who tends them in your family? Is there anyone in the family who would rather do without them? How is a pet brought up in a flat? a country house? the suburbs?
15. A friend invites you to join some national organization (Magen David Adom, Traffic Watchers, the National Council for the Prevention of Accidents, the Deaf Fund, the Fund for Retarded Children, for Large Families, Forsake-Me-Not). Which of the organizations, if any, are you going to choose, and why? Do you know what activity each of them carries on? What particular characteristics or talents of yours will enable you to make the greatest contribution towards one of them?
16. Schooling is compulsory in this country. Are you for or against compulsion (bring historical, legal, economic, social arguments)?
17. You are in a public place (bus, restaurant, theatre, cinema). A mother slaps her child. How do you react? What are some of the mistakes that parents make with their children? Do you expect to be different as a parent? Why? How?
18. The whole country celebrates Mother's Day. How will you make your mother's life easier on this date? Will you buy or make her presents? Do you know what she likes or dislikes? Does your father know? Do you know what other members of the family prefer? How do you choose presents? Do you ever ask beforehand what is wanted? Do you entertain people at home on festive occasions?
19. Besides the New Year, and fasting days, what holy days or holidays do you know? How are they celebrated by your school, by your family, by your locality? Describe them to a foreigner who wants to know about them (duration, customs, food).
20. You have been selected as the representative of your school to the "Futures Congress". Take the floor and say how you see yourself, your locality, your country, and the world, in 25 years' time. Do not just express feelings. Try to base your assertions on some objective facts.
21. A cousin has just moved into your neighbourhood. She would like to know whether it is the Supermarket or the groceries that are the better supplier. Present the advantages and disadvantages of each (range of wares, prices, self-service, presentation / display, time spent inside).
22. Your parents want to reward you for your success in the Bagrut, and offer you the

vacation of your choice. What would you choose? Where would you go? How long would you spend there? With whom would you go? Why would you choose a particular place? How would you go there? What clothes would you take with you? How would you spend your time every day, and all day?

23. You have been chosen to speak in the name of the Twelfth Year graduates this year. You describe the last term, the last days (how or why have they been different from what went before?), holidays your school celebrated or kept, picnics organized this year, but also subjects taught; you mention characteristics of various teachers, perhaps sports events, discuss the reports received. Will the graduates think back nostalgically on their school days, do you think?

24. The Anti Pollution Society interviews a number of people in your area, because there is an airport nearby, and quite a number of factories and plants. At what hours of the day is there more sound pollution? How is it produced? Do you resent it? Where is it more annoying? Does it always make itself evident in the same way? How harmful is it for the population? Have you already done anything about it? What long range steps may be taken to avoid disturbance or discomfort in the future?

25. Grandfather has a talk with his grandson. Topic: which age is the best? Present both points of view. When were you the happiest? saddest? And he? Does either of you expect greater happiness in time to come? On what is this hope based?

26. You go to visit a relative / a friend hospitalized for ten days already. You take a deep interest in everything concerning him, so you inquire about a lot of things: what was wrong? how did the doctors diagnose his case? what treatment did he receive? is he still feverish? did he undergo an operation? did his blood tests show where the infection was located? what are the visiting hours of this particular hospital? has the friend been visited by anybody so far? when does he think/hope he will be released? will he have to continue his treatment at home? does he want you to bring him anything if you can come again?

27. You were eye witness to an accident: a car ran down a child / two cars collided / a lorry humped into a tree. The police take your testimony: how fast was the car behind travelling? Did any of the parties not observe safety rules? Who was injured? What was broken? What was the reaction of the parties to the accident? Did any of the bystanders offer medical help or to take an injured person to hospital? to an emergency unit?

28. Whether the TV is an asset or a nuisance has already been debated for a long time. Now you attend a meeting (the others present are: a mother, the Principal of an elementary school, a representative of the TV Authority, a senior citizen) and have to submit the point of view of a teenager, going to school, practising sport, working

during his vacations, and loving pop.

29. Things could have turned out different, if... What would have been different if: the lady had not missed the bus, the policeman had been cleverer, the family had had enough money to buy a new car, Isabel had not danced with Paul at the party throughout the evening, you had not overslept for the exam, Alan had got the job he wanted, she had told her father the truth? (Answers for a competition).
30. Oral examinations for Bagrut are the occasion of many visits: the Biology examiner from another town, the examiner for English, Arabic, French. You keep watch at the gate and cannot leave your post. Explain to the guests how to reach: the teachers' room, the library on the second floor where the exam takes place, the Principal's office, the secretariat.
31. You want to become a member of a basketball team. The coach asks you about your health and living habits. Tell him if you walk or drive more, play games or practise sports, exercise or jog, drink alcohol, tea, coffee (how much), whether you smoke, what you eat (fresh fruit, vegetables, bread and cakes, sweets, meat).
32. You are a bus driver, and this is the rush hour. What do you tell each passenger? (one has no change, an old lady finds it difficult to climb the steps, out of three children only two have paid, a pensioner insists on using a card no longer valid, a young smoker stands at the entrance and prevents others from getting on the bus, a couple of housewives with bulky shopping bags block the aisle).
33. 'A friend can count on me to...' Your class teacher organizes an educational hour on the topic: What is friendship? What can you say about yourself in this connection? What do you consider to be true friendship in others? Is there any difference in friendship if the sexes are different? Can you remember any cases when a friend in need was a friend indeed?

OUR READING CLUB

by *Phyllis Rottenberg*, Agron School, Jerusalem

Reading has always been my chief responsibility in the classroom. The teaching of reading has always fascinated me. Why do some children learn more easily than others? How can the teacher help every child to read? Perhaps the following approaches will help others.

In our school, the Gershon Agron School in Jerusalem, I started a self-help "Reading Club" for my students from Grades 5–8. The student teachers are the older children (maybe only one class higher). The pupils are either weak in reading or those children who are interested in improving their reading and upgrading their English standard. No child is denied entry into the club. The club can also be "free flowing" in nature because a child who wants to improve his grammar or handwriting may choose to attend a limited number of times. The other children make a commitment to the English Club and enjoy attending every week. A student coach or teacher from the older children is always available. Many times an older child who has not been given leadership chances shines in this situation and is very helpful. A child who receives an 8 or above may be a student teacher. Naturally the older child through teaching can improve his standard of English as well. It is a pleasure for me to see the "teacher" and student improve simultaneously and, needless to say, both are far more motivated.

My Reading Philosophy

Before I relate the actual logistics of the setting up of the club, let me tell you my philosophy of reading. It is... every child can learn to read. I believe this and transmit my feelings to the pupil. As his teacher I have the responsibility of teaching him to read in an interesting, orderly, graded manner and in turn he has the responsibility of trying, listening, integrating, and practicing the material learned and read. This endeavour takes place as an adventure between the child and myself. The student takes "a chance". He opens himself up communicatively, takes on new confidence and breaks down old learning barriers. He allows himself to read. The teacher lets him know through positive reinforcement that learning how to read is difficult but fun, English is important to read and that I CARE. Reading only then can become a cooperative classroom approach where every student must try and is praised for trying. There are times that I must confidently point out to the new reader his lack of responsibility. Is he daydreaming, not disciplined, or not trying? The student sees a well-organized, happy, disciplined teacher who conveys the message that he will read through listening, practicing, and working hard at reading. In my classes almost everyone reads, and books are exchanged in class, in school, and at the British Council library by the children.

A Reading Approach

a. *Self-Involvement* — The child gives of himself in order to learn how to read or improve his reading. The teacher creates a positive, happy atmosphere that promotes reading.

b. *The Weight-Watchers' Approach* — Learning each sound is praised. I even applaud or sing out a correct letter read.

c. *"Suffering Together"* — Many times it is very difficult to read words or letter combinations.

d. *"The Make Mistakes Approach"* — We like to listen to mistakes. Everyone must try to read.

e. *Home Cooperation* — The teacher calls parents about child's reading progress. Can more help be given? Who can help the child? How does the big brother, parent, or neighbour understand the book and workbook for better reading?

f. *A Helpful Feeling* — Parent or helper can call you any time to ask questions. You are never too busy. Reading is important.

When you want to set up a club, you can tell the "teachers" that they will receive credit for their work. This may be in the form of writing "English Coach" on the report card. The "students" may receive colourful certificates saying that they were in the English Club. Of course, there are a few parties during the course of the year to keep the motivation at a good pitch.

Logistic Pointers

1. Our school finishes at the same time for all pupils on Thursday. This means everyone is free at the same time. Note that our Principal and staff are very interested in English in our school.
2. I ask the child if he would like to read better and join our club. I receive a commitment from the child that he wants to learn.
3. I match the personality type of the student to that of the student coach. I then ask the student coach if he would like to help.
4. When both sides are committed for different reasons, we are ready to progress.

Prepared Material

According to the Grade level I give out the reading comprehension work. The club lasts 45 minutes and is broken down into parts.

1. In pairs, the child reads the story given out to him. The story is usually a page long. There are oral and/or written comprehension questions.
2. A child may also reread any work read during the week in class.
3. The children may be helped with homework or with needed work in preparation for a test.

The order is not important and the needs of the child are foremost.

Smooth Sailing

It occasionally happens that a student, who is a weaker pupil, tries after a while to stop attending the club for various reasons. The student teacher in a friendly manner tells him he will play ball with him later or invites him to his home. He acts as an older brother figure. This kind of reinforcement plus my definite feelings about the child's attendance create a constant stability that the child has a committed responsibility to remain in the club.

The older children who receive help from fellow classmates may meet in the afternoon at the chosen one's house. I generally insist that the work be done during the Club time and I am at all Club meetings from beginning to end. I answer all kinds of questions based on the material and I go from child to child hearing him read and asking, "How is the work progressing?"

Rewarding Results

The answer is amazing. I find that children learn the quickest from one another. A rapport is built up between the learner and the "teacher". The student coach can focus on the child's real reading problem, and not only comes to terms with it but instinctively finds a remedy through his own made up drills for the student. Sometimes the student teacher uses a fresh, innovative approach as only a child can.

The English coach is very responsible and will stay longer to help others. These experiences help the teacher to motivate the very slow learner and give him attention, guidance, and hope. The Club helps the quicker student by increasing his word vocabulary and by giving him more and more books to read. It helps the "middle ground" student by pinpointing the area of English he finds the hardest and helping him immediately.

The Reading Club is a shared experience. There is a relaxed atmosphere where a child can freely say what he does not understand. The child knows the teacher is happy about his working and trying. These are all positive outputs.

AN EXHIBITION OF TEACHING AIDS

by *Salah Mahajna*, Umm-El-Fahm School and Bet Berl College

As part of their studies at the Teachers' College for Arab Teachers — as in all Teachers' Colleges — third year students are required to pursue an individual project and to write a paper about it. Our third year students this year decided to prepare teaching aids for the language skills and programmes taught in Primary Schools: vocabulary, grammatical structures, spelling and of course the basic skills of Listening, Speaking, Reading and Writing. They were particularly interested in finding suitable games or songs for the above themes and so making the whole process of teaching more effective and productive.

In addition, we were very interested in making contact with practising teachers (in-service courses) and showing them up-to-date methods of teaching English. We were helped a great deal in this respect, as in others, by the Principal and the English teaching staff of Bet Berl College, who seek to supply English teachers in Primary Schools with all they need in order to improve their methods and level of teaching.

After a great deal of preparatory work we succeeded in organizing an exhibition for the benefit of teachers of English in Arab Primary Schools. We hoped that, by means of the exhibition, the English teachers would benefit and realize the tremendous importance of such teaching aids. The exhibition was primarily designed to give the teachers a vast range of possibilities of work inside the classroom and to help pupils grasp the material more easily: it included a wide variety of topics to aid in the acquisition of the language as a means of communication.

The exhibition, located in a Primary School in the "Triangle", attracted a large number of teachers, who visited it (it was open for seven days) and copied many of the games, pictures, crossword puzzles, proverbs, and other items. The following sections and corners comprised the exhibition:

Games: a collection of graded games was designed to provide valuable practice in the use of some of the most important structures in English, and add an element of enjoyment and motivation to the lesson as well as introducing an element of competition into the lesson. By means of games, we manage to establish a link between the classroom and the learner's own environment; the games chosen covered most of the material in the Grades 4, 5, 6 syllabus — letters, numbers, seasons of the year, colours, days of the week, Present Simple and Progressive and other basic linguistic structures.

Songs: songs bring the class together and are particularly useful for teaching vocabulary; teachers are therefore urged to teach them in a lively manner and to use songs especially when pupils are tired — or when they are nearing the end of term. Visitors to the exhibition found cassettes and worksheets in addition to songbooks.

Audio-Visual Aids: this corner was intended both to emphasize these aids and in some cases to compare and contrast the effectiveness of one aid as opposed to another. The value of these aids has to be determined by their contribution to the learning process.

These audio-visual aids are: textbooks, pictures, magnetic board, flannel-board, clip-board, wall posters, picture cards and flashcards, overhead projectors, slides, tape-recorders, record player and of course video and television. All these audio-visual aids were clearly and attractively displayed and detailed explanations were given to visiting teachers. The students operated these aids to show how well they work.

Crossword Puzzles: puzzles can be adapted for any level and any age-group; prepare them on stencils to be filled in by individual pupils who have finished a test early or for group work. Puzzles give the pupil a chance to enjoy practising English spelling, vocabulary and reading. This corner contained an interesting and challenging selection of puzzles.

Vocabulary: we stressed that vocabulary should be initially presented orally and only presented in writing when the pupils could pronounce the words satisfactorily. Many ways of introducing vocabulary were suggested in the exhibition — in context, by lexical description or definition, outside the classroom, objects, pictures, mime, opposites, synonyms, translation, flashcards, word games.

Tell Me How to Spell: Spelling is one of the most difficult skills for pupils and a great deal of attention was paid to spelling at the exhibition. The section also included a booklet in which the basic rules of spelling were presented simply and clearly and with many familiar and relevant examples.

Prepositions: Prepositions are always difficult especially as a result of mother-tongue interference. In the exhibition, we stressed that prepositions are words in their own right, which have different meaning in different circumstances. We tried to make pupils realize that it is impossible to find the key through translation. The more common prepositions were presented in the form of contextualized illustrations.

Worksheets and Lesson Planning: As it well known, every lesson ought to include an application (practice) stage for reinforcing and consolidating the new material. For this purpose, a large number of worksheets were carefully prepared to meet the needs of pupils in Primary Schools and demonstrated at the exhibition. The worksheets covered most of the material in Primary School, especially in Grade Four.

The "Lesson Planning Corner" was very helpful. A lot of work and effort had been put into it and we were able to present suggestions for planning lessons (based on the Instructional Television telecasts). In addition there was a special booklet — "How To Become A Successful Teacher".

Perhaps the most-exciting and striking section was the one dealing with Grade Four, including a special exhibit entitled "Let's Read and Write". The main stress of the Exhibition was indeed on teaching Grade Four.

On entering the exhition, teachers were given the following advice: "Dear Visitor, You are not visiting an exhibition of flowers or some other subject, but visiting an exhibition which is crucial to your work. Therefore, you are requested to study each item carefully and thoroughly. The main purpose of this project is to provide you with everything you need in your work in the classroom. So please stand for a while at every corner, read and study the topic, and then copy down what you think is suitable for your class. In short, try to derive the maximum benefit from this exhibition; everything depends on your own readiness, responsibility and desire to learn."

BAGRUT: THREE POINTS, FOUR POINTS, FIVE POINTS

by *Pnina Rosenbluth*, Mae Boyer Secondary School, Jerusalem

The view generally held that the three papers differ in level of difficulty is fallacious. The overall demand made on the 3-point students is no less than that made on the 4-pointer and, similarly, the difference between the 4 and 5 point papers is not in the intensity of linguistic effort. In that case, then, the distinction is not justified, since the different examinations were originally introduced in order to enable students of different levels to take a full Bagrut paper. Where then, if not in the level of demand, do the differences lie?

The rationale behind the classification is based on the different skills that are being tested. Hopefully, we are testing what we have taught. Hence, the test is the ultimate evaluation of the student's ability to implement the strategies he has been acquiring in the course of his learning. The difference, therefore, lies in the stress on each of the various skills rather than on a vague conception of 'level' of students' linguistic proficiency.

It is commonly accepted that the good learner is able to both comprehend *and* produce correct language at varying levels of fluency, accuracy and appropriateness. This is the 'five-pointer' — the student who has mastered the required repertoire of lexis and structures to the extent that the items are his for easy-flowing production.

Not so the 'four-pointer' and even less so the 'three-pointer': his range of vocabulary and structures is more limited. Language to him is more a receptive vehicle for communication. Doubtless, he does produce language in both speech and writing, but our expectations as to the level of sophistication of that production are a priori lower.

Indeed, in the oral examination, the 4 point examinee gets a bonus of 1 point and the 3 pointer gets 2 points, thus balancing his lesser ability of oral production.

An analysis of the written examination will confirm the same principles.

In the 'core' examination, all students have to cope with the same reading passage and Listening test. However, in the comprehension passage, there are fewer open-ended question in the 4 and 3 point papers respectively. The multiple choice questions are also different, generally drawing on cognitive strategies as inference, elimination etc. in the 5 point paper.

The deletions in the cloze are similarly graded. The items in the 5 point paper are more difficult and limited in range of selection. In about 10 out of the 15 blanks there is no possibility of choice — only one single variant is acceptable. The mastery of a specific linguistic item — lexical or grammatical — is judiciously tested. Does the examinee know or does he not know the use of a specific word (very often of low frequency), modal, connector, negator, modifier, intensifier, etc. etc.? The text calls for that one word and no other will do. Not only is his comprehension of the passage being assessed, but his production ability — his active vocabulary and grammar are also being measured.

Out of the same cloze passage with which the 5 point examinee is confronted, the items deleted for the 4 and similarly the 3 point student are carefully selected according to different criteria. More stress is laid on comprehension of the passage. The blank calls for a 'good' or 'bad' (semantically positive or negative) qualifier or modifier, a future, present or past tense, etc. When a lexical item is being tested, the student can usually choose one of several acceptable variants, according to the level of his vocabulary control. However, since the point is given for acceptability and not for creativeness, the examinee gets full marks for whatever is correct, regardless of level of originality or sophistication.

The differentiation, therefore, between the productive and receptive skills has featured in the first part of the examination — the major 'unseen' and the main cloze. It is in the second part of the examination that the division is more overly drawn. The highest demand on production in the 5 point paper is in the composition and the paraphrase (rewrite) exercise. Here, the examinee's range of vocabulary and structures is accurately measured. The scope for individual distinction is unlimited. Linguistic exertion is here at its highest; indeed, this is the most demanding part of the examination, exhausting the student's linguistic ability to the utmost.

The highest demand is parallelled in the 3 and 4 point papers in the second reading passage, where the answers to the comprehension questions are in the mother-tongue. This is a most accurate method of testing comprehension. The questions call for very precise answers and the student has to resort to the strategies he has been trained in.

The demand on the receptive skills is here even higher than that made on the 5 point student in his comprehension test. The concession of having to answer in the mother-tongue is made in order not to involve the examinee in an act he is not adept at and which is here absolutely irrelevant. The moment he has to answer in English, his grammar and vocabulary interfere, the strain is immense and the answer, though often correct in content, is embedded in distorted grammar and atrocious spelling. If indeed he has learnt to read with comprehension, the answers will reflect his achievement with more ease and accuracy, albeit in his mother-tongue.

Similarly, the lexical items which are tested, the vocabulary and expressions, call for a clearly defined skill: the ability to comprehend the isolated item within the context; if necessary — look it up in the dictionary, select the appropriate definition and then recontextualize the Hebrew or Arabic equivalent to make it suitable as an exact substitute for the item he has been asked to translate. The concession to the 3 point student, namely, the permission to use a bi-lingual dictionary, facilitates the exercise but all the same tests that specific skill. It appears that students have considerable difficulty in this area and have not been adequately trained. In fact, the ability to use the dictionary correctly, which is demanded of students of all levels, is tested here more intensively. Furthermore, the transfer from L_1 to L_2 and then recontextualizing in the L_2 text is extremely demanding. The linguistic effort exerted is higher than that required in answering the similar questions in the 5 point paper. However, it is a purely receptive skill that is being tested discretely and is therefore justified in an examination in which that skill is dominant. Incidentally, such exercises — answers in the mother-tongue to comprehension questions in English — are relevant and fruitful in the 5 point teaching programme. They refine the learner's awareness of accuracy and train him in focusing on the correct aspect of the item and manipulating the conceptual meaning of the word or expression when recontextualizing it in the original text (e.g. 1985 paper: has built some *housing complexes*; *to meet* today's *needs*).

An accurate and valid language exercise in the 3 point paper, paralleled in the additional cloze in the 4 point paper, is the selection of the correct item from among the 3 variables. The distractors are usually frequently-occurring errors. Again, the student's grammar and vocabulary are being tested on a purely receptive level. The examinee is required to identify the correct word, not to produce it.

In balance, therefore, the overall demand in the 3 and 4 point papers does not fall short of that made in the 5 point examination. The difference is in the components of the examination, based on the skills in which the individual student has been trained and the different stress laid on each of those skills.

NEWS FROM THE INSTRUCTIONAL TELEVISION CENTRE

Hello Israel — English for advanced levels

by *Sheila Been* and *Amos Paran*

Authentic off air television programs — feature films and documentaries alike — are becoming an important language teaching tool. They expose students to natural communicative interaction, sensitize them to the sound of authentic language in a wide variety of voices, accents and registers, and provide practice in watching foreign language films without relying on sub-titles. Though ungraded and not intended specifically for language teaching, they can be used for a variety of theme-oriented and language oriented communicative activities, utilizing both the thematic and linguistic content of the program.

"HELLO ISRAEL" is a series of fifteen telecasts, composed of documentary films made in Israel and broadcast regularly in the U.S. Each telecast consists of two to four segments sharing a common theme. The range of topics enables the teachers to choose those programs which they feel are relevant to their students, who will thus be able to draw upon their own life experience when relating to each topic.

The Teacher's Guide for the series is in the process of being written and will be published shortly. It will include detailed suggestions for using each telecast with pre-telecast activities,.tasks for viewing and post telecast activities.

Pre-telecast activities: The objective of these activities is to create involvement with the topic on the part of the learner, develop expectations and provide a task for viewing. In most units, quotes from the telecast, used in a variety of ways, serve to familiarize students with the language of the telecast. Pre telecast activities include:

- Matching quotes to possible speaker;
- Quiz;
- Attitude questionnaire;
- Reading newspaper articles about different aspects of a topic;
- Matching captions to pictures;
- Reading different text types related to topic.

Task for viewing: These are usually connected with one of the pre-telecast activities; students are asked to verify guesses etc.

Post-telecast activities: These provide opportunities for the students to use the language they have learned meaningfully, while communicating about the topic of the telecast. They include:

- — Oral work connected with the new Oral Bagrut Syllabus: role-play in pairs, extended role play for groups, debates, group discussion with specific tasks.
- — Language exercises: cloze passages, reconstructing sentences, dialogue completion.
- — Reading material: unseen passages with Bagrut type questions.
- — Writing activities: letter writing, compositions.

Below is a sample unit which demonstrates the application of these principles. We have chosen to present the unit "FREEDOM OF EXPRESSION" from the telecast "DEMOCRACY IN ISRAEL", since the Ministry of Education has decided to stress "Education for Democracy" as the theme of the year. This segment of the telecast deals with some of the broader issues that arise following the findings of the Kahan Commission.

The language used in all the activities in this unit is drawn directly from the telecast and serves to introduce and practice the lexical items in context.

PRE TELECAST

1. Set induction:

   Starting from the known: Make sure that the class knows the facts about the Sabra and Shatila massacres and the Kahan Commission. Even if information is elicited from students, the teacher should be sure to summarize the main facts.

   Lead in to topic of the day: e.g. "Today we will deal with some of the broader implications that arose from that particular situation."

2. ACTIVITY A

   Students are asked to fill in a questionnaire to check their attitudes towards democracy.

   ATTITUDE QUESTIONNAIRE

   Read the following statements carefully and mark to what extent you agree with each statement. (1 – Completely disagree; 5 – Completely agree)

   1. The Israeli public's reaction to many subjects is evidence of the vitality of Israeli democracy. 1 2 3 4 5
   2. A war is a major threat to any democracy. 1 2 3 4 5
   3. Israelis should be proud of the results of the judicial inquiry held after the massacre at Sabra and Shatila. 1 2 3 4 5
   4. In spite of the serious challenges of war and peace, Israel has maintained its democracy. 1 2 3 4 5
   5. Movements such as "Gush Emunim" and "Peace Now" challenge democracy by polarizing the public. 1 2 3 4 5

6. Issues which are painful to Israel should not be raised at all. 1 2 3 4 5

7. A government should not submit to the authority of a judicial commission. 1 2 3 4 5

8. "Peace Now" is increasing the divisiveness in Israeli society. 1 2 3 4 5

9. In Israel's present state, the government should impose martial law. 1 2 3 4 5

KEY

- If your answers begin at the upper right hand side and then go over to the bottom left side you probably tend to have leftish views.
- If your answers begin at the upper left hand side and then go over to the bottom right hand side — you probably tend to have rightish views.
- If there is no clear pattern in your answers, or most of them are in the middle — you are a middle of the road person.

3 ACTIVITY B

Students are asked to match quotes with possible speakers.

ACTIVITY B

You will see five people being interviewed. They are:

1. A former Chief Justice of the Supreme Court and one of the leading activists for civil rights.
2. A Member of the Knesset and a Professor of Law.
3. The spokesman of the "Peace Now" movement.
4. A member of "Gush Emunim".
5. A former Chief of Staff who made the transition from the military to the political arena.

Try to guess which of them made the following statements:

a. "I believe that they are increasing the divisiveness in our society. First — by raising issues which are very painful to Israel. Second — by proposing solutions which in my opinion are not realistic."

b. "It was shown that the people of Israel could make their government act and do what they want when it was clear that the people did not agree with a decision which was taken by the government."

c. "The army is not an elite group — it's a people's army and it represents Israeli society and that, to my mind, is why, in spite of the many wars and security tensions, democracy has basically been preserved."

d. "This is one of the hallmarks of Israel's greatness. I'm very proud of the judicial committee, of the findings and of the fact that they've tried to lay down a new international standard of behaviour."

e. 'The submission of a government, of a political power, to the overall, overriding authority of a judicial commission, even in non-judicial matters, even in matters of pure politics or strategy — *that* is quite extraordinary."

f. "Thinking that everyone who thinks the way we do is disloyal to the country may really cause such a rift in the Israeli public, a rift which may not be repaired in the future."

TASK FOR REVIEWING

4. Students are asked to verify their answers to Activity B.

POST TELECAST

5. Relating telecast to pre-telecast activities.

"Did anything you see make you change your mind about the statements in the Attitude Questionnaire?"

Check answers to activity B:

a. Member of Gush Emunim (4)
b. Tsali Reshef, spokesman of "Peace Now" (3)
c. Haim Bar Lev (5)
d. Amnon Rubinstein (2)
e. Haim Cohn (5)
f. Tsali Reshef (3)

6. ACTIVITY C — DEBATE

For this activity the class should be divided into an even number of groups. Every two groups receive the same motion — one group prepares the arguments for the motion and the other against it. After the groups have finished preparing the arguments, each motion is presented to the class, with one student arguing for it and one student against. The class votes on each motion separately.

Motions suggested:

1. The reaction of the Israeli public to many issues is evidence of the vitality of Israeli democracy.
2. Issues which are painful to Israel should not be raised and discussed by the public.
3. A government should not submit to the authority of a judicial commission, or any judicial authority.
4. Political movements such as "Gush Emunim" and "Peace Now" do a disservice to the country by polarizing the public.

7. ACTIVITY D — LANGUAGE EXERCISES

Rewrite each sentence, using the word in brackets:

1. I am very proud of these findings (PRIDE).
2. In 1954, the majority of Israelis was not native born (MOST).
3. To my mind, democracy has been preserved mainly because the army represents the people (OPINION).
4. Israel's almost constant state of war has never been used to impose martial law (EXCUSE).

Finish each sentence so that it means the same as the sentence above it:

1. They have laid down a new international standard of behaviour.
   A new ______________________________
2. They should not propose such unrealistic solutions.
   Such ______________________________
3. The submission of the government to the authority of a judicial commission was extraordinary.
   The fact ______________________________
4. Establishing a democracy was difficult because most immigrants had had no previous experience of democratic politics.
   If ______________________________
5. It was wrong of them to raise such painful issues.
   They should ______________________________

NEW PROGRAM FOR 8TH GRADE — INSTRUCTIONAL TELEVISION CENTRE

by *Dvora Ben Meir*

Current trends in language learning stress the need for materials that are geared to learners' interests and are relevant to the affective domain. Instructional Television has been aware that part of the eighth grade series is no longer relevant to our learners, and no longer suits their needs. Therefore, a decision was taken in 1984 to replace the series "The Adventures of Scooterman" and "The Amazing World of Dr. Halfbaked". In order to effect these changes as quickly as possible, it was decided to search for programs produced abroad, already available. The criteria for the choice of telecasts were:

1) that the themes provide content for discussion.
2) that the themes express problems of values.
3) that there be a variety of genres.
4) that the themes be relevant to the learners.

Several telecasts produced by the Learning Corporation of America were tried out in six eighth grade classes (all levels) and pupils reactions and comprehension were surveyed. All the pupils enjoyed the programs, followed the story line, and identified with the main characters. Based on this survey, five telecasts were chosen to replace the above mentioned series.

The telecasts are:

Nekholina — the story of a Greek-American girl and the clash between these cultures.

The Chapparral Prince — based on the O. Henry story of a servant girl in the West who finds a prince.

The Shopping Bag Lady — the story of a young teenager and a shopping bag lady.

All Summer in a Day — a science fiction story that relates a tale of envy and jealousy.

Sharon's Story — a young girl's experience with the law after being arrested for s[illegible]ng.

[illegible] telecasts do not explicitly teach English, but they provide the shared knowledge that teachers can use as a springboard for language activities. They present English as it is spoken in a variety of registers and accents; they present the learners with a reason for meaningful communication; they provide an opportunity to talk about relevant and meaningful issues. They therefore were chosen to serve as the core of a multi-media program. This program includes a pupil's book, listening cassettes, and a teachers' guide. The pupil's book offers a wide variety of activities — an attempt is made to present real-life data and authentic tasks.

The principles of the communicative approach give direction to the pupils' materials; the stress is on pair/group work including jigsaw reading and listening activities; role-play and simulation and information/opinion gap activities. An opportunity to learn listening and reading strategies is provided. There are skimming and scanning tasks. A variety of text-types is presented, ranging from maps to grids, recipes to chants, diaries to schedules. An attempt is made to provide integrated activities which draw on all the language skills. Grammatical structures are introduced in each unit (based on the Syllabus of the Ministry of Education) and opportunities are provided to practice the grammar in a communicative framework. An accompanying exercise book will be published at a later date for more systematic practice of the grammatical structure. Each unit also includes a full-length short story for the pupils' enjoyment. These stories are thematically related to the telecast and provide another opportunity for values clarification.

The Teachers' Guide will offer methodological guidelines and practical suggestions for the utilization of the material. Since no Alternative Edition of the Pupils' Book is planned, suggestions will be offered to teachers as to ways of presenting the activities for different levels of learners.

In-service training began this summer at the ETAI-ISRATESOL Jerusalem Convention and at the Instructional Television Centre. Further courses were held in several centres during the Chanuka recess. The program goes on the air two weeks after Chanuka. It follows "Crime and the Law" and will be followed by "English! English! English!"

It is hoped that the above-mentioned series will also be replaced in the future, thus renewing in entirety the Eighth Grade series.

LETTERS TO THE EDITOR

TEACHING DEMOCRACY

Sir,

The article "The Character of English Teaching Policy in Israeli Schools" (ETJ, 30) spurs me to write to you on a subject I have had in mind for some time. Lately, the press in general, and "The Jerusalem Post" in particular, have been emphasizing the need for teaching democracy, as if this were a school subject in itself. Democracy is an abstract concept which, for a number of reasons, is now in danger of being lost in the maze of poitics and even economics. So I started thinking why my best pupils that finished school in the 1950's and the 1960's are now "somebodies" in this country and are democrats, while many who graduated from school in the 1970's and later are not — or only a few are.

I want to clarify that I am not one of those teachers that took a degree in English abroad in order "to convey to their pupils an appreciation of literature" etc. I am a product of the British Council (Palestine, 1947) and the School of Linguistics, London, much later; therefore, my approach to teaching has always been instrumental rather than integrative. However, I have often wondered why my ex-pupils felt democracy, acted democratically and were enthusiastic about democracy, while I now feel among my few private pupils a tendency to totalitarianism.

So I took out all the textbooks we used then, published by the Department of Education of Tel Aviv Municipality in the 1950's, and I saw that all the sentences underlined by me for discussion concerned freedom and democracy. I will mention only a few of the texts: Burke "On Conciliation with America", Jefferson "The Declaration of Independence", Lincoln's Gettysburg Address, Goldsmith "A Love of Liberty", Macauley's History, Huxley "On Science and Art in Relation to Education", Orwell "Shooting An Elephant", Pearl Buck "The Enemy", Benet "Daniel Webster", Steinbeck "The Leader of the People", Overstreet "The Fun of Handling Materials", etc. etc. I believe they are sufficient to clarify my point.

What is there, in the ESH choice of passages for the XIth and XII Grades, to compare with these passages above, in order to teach democracy? They contain "universal, humanistic, social, philosophical and moral issues", but nothing about democracy.

I am sure that both for budgetary and other reasons even a small number of the above materials will not be re-introduced, but it would be worth our while thinking about the subject — at least in the form of reading comprehension passages such as I have distributed — passages from Abba Eban's speeches, Saul Super's articles, etc.

We old-timers are worried about the present state of things in Israel; if nothing is done even in our limited field of English teaching, we are liable to have even more anti-democratic sentiments and activities than we already find being advocated.

Bianca Romano, Tel-Aviv

BAGRUT MARKING CENTER

Sir,

I feel I must write to you to express my distaste and alarm at the way the marking of the Bagrut papers was carried out. I am not talking about the attempt to save money by having the teachers take the papers home, and so save the payment for food and lodgings. This seemed to me to be a good idea and to be in keeping with the times in which we live. But...

Even when the marking was done in the Center there were always those who ran, shoved, bargained, etc. to ensure their own more-than-fair share of the work. In fact the behaviour of a large number of the teachers in recent years has led me to wonder if it was such a good idea to abandon the teaching of English culture in favour of English communication...

However, when the papers were marked at the Center the 'weaker' ones had a chance

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and by careful planning of their time could avoid standing in queues with the more aggressive types, and could get a fair share of the work.

This year the whole thing can only be described as a jungle, from which I most reluctantly retired after having earned a very small sum of money for a vastly disproportionate outlay of time.

On the first day, immediately after the end of the session on the marking, and even before it had ended, there was a wild stampede which left people like me, brought up to a different standard of behaviour, at the tail-end of the queue. When I came back to return the original batch and to take more work there was again an enormous queue.

I would like to make a few comments and suggestions for the next time.

This kind of system of wild queueing turns people into animals. Some way of creating an orderly queue must be found. It could be a serial number given out at the time one registers, a queue based on initial letters of surnames, seniority, distance of travel, age, colour of eyes, anything as long as it creates some sort of order out of the chaos. For the exchanging of bundles there should be a time schedule according to some prearranged system. And all the clerks should be working full steam only on giving out or exchanging bundles.

Different levels of exams should be given out in different rooms. The clerks should be given different rules for the different tests — 120 five point tests is not the equivalent of 120 2 point tests, not in monetary terms. Also this would allow the inspectorate to check that the people who take the five point papers to mark are really five point teachers.

Altogether there was an air of inefficiency, chaos and mindlessness on the part of the clerks and the endless waiting in such bad conditions made it even worse.

I was very upset about the whole business. I do hope that some thought will be put into making changes if the marking is to be done in a similar way in the coming years.

Dalia Goldberg, Kfar Menahem

NEW ORAL BAGRUT TEST

Sir,

I would like to describe the experience our teachers had while conducting an internal Oral Examination for our 12th grade pupils. Our school has been involved with the Tel Aviv University Project for Alternative Testing. On the 7th and 8th May, all our 12th Grade teachers administered the Oral Tests (of two tasks each) to the pupils of our school (but not to our own classes) under the direction and organization of the University Project team.

Since we have about 300 Grade 12 pupils, we were rather apprehensive about the mechanics of this test. To our great satisfaction, the entire procedure ran like clock-work. Our pupils were impressed with the punctuality which we were able to maintain and we teachers, as testers, found the activity enjoyable.

We think that the University Project team (Ilana Shohami, Roberta Kramer and Claire Gordon) are to be congratulated for training us successfully and organizing the actual testing so well. Considering that the new Oral Bagrut Exam which is to be instituted in the Summer of 1986 is similar to the testing we carried out, perhaps it could be conducted internally, as we did, after a period of suitable teacher training.

Claire Neger, Herzlia Municipal High School

NEW ORAL BAGRUT: RESERVATIONS

Sir,

We would like to present our views on the coming changes in the Oral Bagrut exam. While we recognize and accept several positive aspects of the new program, we have serious reservations regarding others. Whereas we feel that the use of pictures, the role-play activity and the oral testing of the literature are welcome, desirable additions, we disagree with the inclusion of the group discussion and the individual monologue. Our main reasons for disagreeing are as follows.

Firstly, the group discussion and monologue are very difficult, demanding and time-consuming to teach. They might be appropriate for the 5 point examinees who can be expected to express themselves with relative fluency but not for all the others. For the majority of our students in the 3 and 4 point category, reading fluency and as high a level as possible of reading comprehension are our major objectives. We feel that they are more valuable, useful, important and lasting skills than speech-making and debate. The time spent practicing the latter activities would come at the expense of achieving reading and comprehension competence and would be especially detrimental to our weaker students.

Secondly, the group discussion and monologue would discriminate against the student who is less confident, less willing or able to express himself in public and more introverted. We don't think it fair to test public speaking and debate in a foreign language class.

To sum up, we feel that the personal interview, use of pictures, role-play and oral testing of literature are more than adequate for testing oral proficiency. We find the other two activities superfluous.

English teachers, Sha'ar Hanegev Regional School

OFFENSIVE BAGRUT TEST

Sir,

The Bagrut examination this year (Summer 1985) was an excellent and very fair test. However, there was one exercise in the second part of the 5 POINT paper, Version B, which I would like to comment on. I am referring to the dialogue between "Yoel" and "Simcha" on the issue of dental treatment. I object to the stereotyped connotations that dentists are to be associated with pain, discomfort and therefore contempt (see: "I hate dentists") and that dental treatment cannot be afforded and is far too expensive to be completed at one sitting. I also reject the final comment which practically justifies "false teeth" (or better, in correct terminology, "full dentures"). I think that Israel has grown tremenduosly in its medical awareness, and such old-fashioned, unsophisticated insinuations are absolutely undesirable, inappropriate and truly uneducational.

I would have objected to have lawyers, garage owners, market-place vendors, EL AL pilots and stewards, Knesset Members or any others being dealt with in this manner.

Gila Rakocz, Gimnasia Herzlia, Tel Aviv

BEIT BERL STUDENTS AT SHARETT SCHOOL, KFAR SABA

Sir,

English students in their fourth year of Teacher Training at Beit Berl College were asked by the Principal of Sharett School, Kfar Saba, to help with a special project at his school. They worked for six days with Grade 7 pupils in the C Stream. The library of the school, a large and friendly room, was given over to the project and the students worked with the pupils on a 1–2 ratio. The room was arranged with a long table at the top containing textbooks like "Gabby and Debby" ESH 6 "ABC Detectives", Boggle games and many reading games the students themselves had made in the Pedagogical Centre at Beit Berl, board games of various kinds, scissors, glue, cardboard, coloured pens and chalks — all attractively displayed. Smaller tables formed a group around the room, while in the middle were four large tables standing close together with chairs around: these four tables in the middle helped to stabilise the group.

The programme was as follows:

8.00–8.15 communal activities; Simon Says, Throwing wool and saying your name as an icebreaker; song "Heads and Shoulders, Knees and Toes".

8.30–9.40 each morning: small tables — reading games, matching pictures, letters (capitals and lower case), sentences.

After break we would teach some songs, such as "My Bonny", "Michael Row That Boat Ashore", "Yesterday".

Every day, everybody played a game with the pupils at the small tables, e.g. a Bingo game which proved very successful and was played daily (the winner finally getting a prize on the last day). Other games were made by the children, such as cutting up sentences which then had to be matched and put into the correct order. On the last day, there was a performance in which dialogues made up by the pupils together with the students were acted out before the headmaster, teachers and visitors.

I think this model of College-School co-operation is here to stay.

Babette Kaplan, Beit Berl College

ISAGA CONFERENCE

Sir,

In June/July 1986, the University of Toulon in France will be host to the 17th International ISAGA Conference — International Simulation and Gaming Association. Previous conferences have taken place in Bulgaria, Denmark, England, Germany, Israel, Italy, The Netherlands, Scotland, Sweden, Switzerland, USSR and Venezuela. We expect a large number of academics and professionals from around the world, working in fields as diverse as psychology, sociology, linguistics, applied language studies, foreign language teaching, international relations, the media, and information technology.

The general theme of the conference will be "Simulation and Communication"; pre-conference workshop, 28–30 June, main conference, 1–4 July, post-conference summer school from 7 July. For further details, please write to Crookall/ISAGA 86, Université de Toulon, Ave de l'Université, 83130 LA GARDE, France.

David Crookall, Conference Committee Chairperson

FAIR PLAY FOR BOYS AND GIRLS: TOWARDS EQUAL OPPORTUNITIES

Sir,

Oranim School of Education of the Kibbutz Movement have published the learning Unit "Fair Play for Boys and Girls", aimed at the Israeli learner of English as a foreign language, as part of the curriculum package "To be a boy, to be a girl — does it really matter?". Due to appear shortly are learning units reflecting the issue of sex equality as

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related to the school subjects (biology, history, Hebrew language etc), all aimed at the Hebrew speaking student, aged 12–18. The core of the kit comprises inter-disciplinary material related to sex typing in family, society, mass media, occupations, sex, law and politics. The rest consists of relevant school material in most school subjects, such as history, English as a foreign language, physical education, biology, literature, language etc, all directed at the Hebrew speaking learner.

This project is being sponsored by the Kibbutz Movement and contains a unit related to the situation in the Kibbutz. Nevertheless, all parts of the program are suited to learners both in the kibbutz and outside. Interested teachers will be invited to training courses and will be asked to serve as testers and reporters during a period of experimental teaching.

This English kit has been prepared by Thilde Fox. Kits are available at Bookshop Oranit, Oranim, Kiriat Tivon, 36910. Tel: 04-931811/237.

Shoshana Ben-Tsvi-Mayer, Project Director

VOLUNTEER TEACHERS IN JERUSALEM

Sir,

Shortly after the beginning of the 1984–5 schoolyear, Bluma Hakkuk, English teacher at Beit Hakerem school, approached Yitzhak Ernest, English Inspector, requesting volunteers to help out now that the Grouping system had been discontinued for budgetary reasons. He contacted me at the AACI Senior Housing Project 'Nofim'. In a short time, I had mobilized a volunteer corps of about fifteen English speakers who agreed to have a pair of pupils come at least once a week for a coaching session. Thanks to this arrangement, the children's level of conversation and reading has been raised — which was to be expected. Above and beyond that, however, a very special relationship developed between the different age groups. Most of the senior citizens faced this first venture into tutoring with trepidation, so that the subsequent realization that they could contribute to the progress of their "adopted grandchildren" was a source of great satisfacton to them.

In many cases, the lesson is accompanied by the munching of home-made goodies, while the children bring flowers and tokens on occasion. The tutors were honored guests at the Hannuka program at school and were invited again to the Independence Day attractions, which included a school "English Day" replete with simultaneous "side-shows" — a slide show of Jerusalem and London, an audio-visual room featuring English songs, tapes and games, lotto of "Tour Jerusalem", scrabble, puzzles etc. The grand finale was a presentation of highlights from "Fiddler On the Roof"; this was so well done that I invited the group to present it at the AACI Housing Project for all the members to see. Thus, the "generation gap" is replaced by the "generation grasp".

Jacob Karsch, Jerusalem

POLITENESS AND "A BEAUTIFUL ISRAEL"

Sir,

That the aim of the booklet "We All Want A Beautiful Israel" is "to make pupils in Grades 7–8 aware of some aspects of the program of the Council for a Beautiful Israel "to get pupils to become involved in keeping their country and neighbourhood clean and beautiful and to be concerned about their fellow humans" (p. 4) is indeed a worthwhile educational goal, meriting support and encouragement.

The quote mentioned above continues by saying pupils will be made aware of these aims "through the functional use of the English language". On paging through the booklet in order to discover what this meant, I came across the task C3 (p. 19). I couldn't help wondering what the "polite expressions" from the text could be: what "Add some more polite expressions" could mean. I imagine that part of the answer appears in the doggerel on page 20, part in the text cued by the letters in C3.

I'm sure you would agree that the whole question of how politeness is achieved through language is a most complex subject — Brown and Levinson's paper, 'Universals in Language Usage: Politeness Phenomena' is evidence of this complexity. Therefore, to oversimplify the issue by implying that politeness can be achieved through the appendage of "polite expression" and semantic markers like 'please', 'thank you' and 'excuse me', without ever attempting to relate these to context or use, is both misleading and incorrect. We know in fact, that many EFL speakers already overuse 'please' (in responding to a request, on offering or handing over something, when asking for repetition of something that might have been unclear etc.). The simplistic emphasis and generalised use of this word in the texts and tasks does nothing to explain or constrain such misuses.

As there is no reference to any sort of Teacher's Guide, I assume there is none. I wonder, then, how teachers using this material would handle the task D6 on page 27. It reduces language to formulaic terminology and suggests that there is a one-to-one correlation between function and form. (What is *the* polite way to…").

In the context of the activity on page 15, the impression that "may do" is the opposite of "may not do" is both linguistically and pragmatically incorrect.

Apart from these observations, there are other comments about register and discourse that could be made. However, they are not fundamental to my basic misgivings, and my purpose in writing is not to give a comprehensive review of the materials. In fact, the points I have made may be of academic relevance only, if the booklet is indeed used as "supplementary materials" on a limited basis. However, if it is intended that it be used on any large scale in the English language classroom, I would suggest that, at a minimum, some explanatory notes for teachers be provided.

This letter is in no way an attempt to negate the very commendable intention of the English teachers who wrote the texts, but is motivated by a sense of professional responsibility to teachers and to the pupils whose best interests we all share.

Lola Katz, Beit Berl

R.I.C.H. PROGRAMME AND THE ORAL BAGRUT

Sir,

The RICH ("Relevant Issues in Contemporary Humanism")programme is particularly appropriate in preparing pupils for the three-stage oral Bagrut examination as well as for the non-fiction literature section. The seven thematic units of R.I.C.H., involving relevant vocabulary, role-plays, group discussion, simulations and interviews, all lend themselves to meaningful preparation for the new Bagrut requirements.

Amongst the topics for group discussion listed on page 35 of the Guide to the new oral curriculum, thirteen are related to the RICH material. For your convenience, we have listed the topics below.

no. of topic	
4)	Unit Two
5)	Unit Three (Hannah Senesh, Moshe Wolf)
8)	Unit One
9)	Unit Four
10)	Unit One
11)	Unit One, Unit Three
15)	Unit One, Unit Two, Unit Five
18)	Unit Two
20)	Unit One, Unit Three
22)	the rationale of RICH, introductory letters in pupil's book and Teacher's Guide, introduction to each unit in Teacher's Guide.

26) Unit One (value of a homeland — *Say This City; The Phantom Ship*)
Unit Three (*Man's Search for Meaning, A Psalm of Life*)
Units Six and Seven (*A Friend I Will Never Forget*)
27) Unit Two
32) Unit Two

The RICH book and Teacher's Guide can be ordered through Eric Cohen, 5 Hankin Street, Raanana (Tel: 052-453206, 455345). The books can also be ordered through our office, room 431 at the Hebrew University School of Education, Mt. Scopus (Tel: 02-882037).

The RICH Staff: Dr. Ora Zohar, Arleen Eidelman, Susan Haber, Aviva Pinchuk.

JERUSALEM, TEFL/TESOL CONFERENCE

Sir,

I am writing to say how much I enjoyed the Jerusalem TEFL/TESOL conference: my only regret is that I was unable to attend many of the lectures. This was a problem for everyone, as there was so much that was interesting, academically thorough, and relevant.

Hamish Norbrook, English By Radio and TV, BBC

Sir,

Now returned to Britain, I am writing to say how much I enjoyed the Jerusalem TEFL/TESOL Conference. Without doubt, in my 26 years of conference-attendance, this was the best and most relevant I have ever attended. The wide variety of presentations and ideas was amazing and, without any doubt, all participants will have gained something to make their teaching better and more effective.

In the keynote address, the honest and forthright statements on an eclectic approach to TEFL were most refreshing and reassuring. An "Emperor's new clothes" syndrome has crept into EFL circles of late, where anyone who cannot see the "Communicative" method as the *only* method is considered crazy, out-of-date and ineffective. The frank comments expressed in the keynote address challenged this syndrome forcibly and convincingly.

Maurice Varney, Wolverhampton Polytechnic

Sir,

In this letter I shall attempt to present a model of effective teachspeak as a tool of self awareness and ongoing understanding of a learned abstract. It is based on a global reading of the Programme and Abstracts of the recent Jerusalem Conference on TEFL-TESOL.

The teacher of yesteryear was task oriented in that it was assumed that he/she would teach. In real time concepts he/she is a facilitator concerned with the specific requirements of the group, in respect to an awareness of group dynamics together with the predictability of his/her observations. Here I must apologize for the absence heretofore of the necessity for interaction in the classroom situation. Other strategies required are qualitative, subjective and interactive data which can be provided by the facilitators encouraging whole-group participation. Obviously, repetition and participation of facilitatees is essential towards the categorization of the subtle nuances on a multi skilled level of topic oriented language acquisition (or learning as the case may be). Not to be overlooked, of course, are mim men dialogues and oral-aural-audio-visual functional notional approaches. Communicative humanistic clarification cannot be over emphasized in the interacting components of syntax semantics, pragmatics and functional constraints.

This paper, in fact, treats the acquisition (or learning) of L_2 (or L_1 for that matter) as a variable of animacy and topic, producing new, innovative novel insights and outsights. The neutralizing affect interacts with the authentic schema proposed by individualizing instruction in the pair or group framework. The above criteria interact with the implications and analytic teaching / facilitating / learning / acquiring strategies as applied and experienced and to some degree resolved as a result of blurred conceptualizations.

This, of course, can be repeated, extended and diffused ad nauseam, but I think I have been successful in transmitting a certain amount of external feedback which may further serve as an exercise in futility.

T. Ethel Tessle

(This communication has been data processed and informationally retrieved by *Asher Harris*, Pardess Hana).

Sir,

I would like to tell you what a stimulating and enrichment experience the Jerusalem Conference on TEFL/TESOL has been for me and the other teachers who attended. It is a pity that there were so many simultaneous interesting lectures and workshops, because I found it terribly frustrating not to be able to take part in as many as I wanted to. Furthermore, it was also a pleasant social occasion, meeting colleagues from abroad and local colleagues one had not seen for years.

Dr. Arlette Raveh, Midreshet Sde Boker

Sir,

I enjoyed the conference very much as well as the opportunity to meet a lot of people dealing with the teaching of English to students, thus exchanging ideas and opinions and reflecting attitudes. The discussion after my lecture on "Regional and School-Internal Continuation Training Project English, Hauptschule" proved valuable to me personally and is explained in my report on the conference to the State Continuation School in Speyer.

Elke Münch, Ludwigshafen

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LETTERS TO THE EDITOR

מכתבים למערכת על הקניית ערכי דמוקרטיה בשיעור לאנגלית, מרכז לבדיקת בחינות בגרות, בחינת הבגרות בעל־פה החדשה (ה״סוללה״), שאלון בחינת בגרות בכתב 1985, תלמידי בית ברל בעבודה מעשית, מקראה חדשה בסמינר ״אורנים״, ביקורת על המקראה ״אנו רוצים ישראל יפה״, מורים מתנדבים בירושלים, ועידת ירושלים להוראת אנגלית כשפה זרה, שילוב נושאים במקראה לבחינה בעל־פה.

עלון למורים לאנגלית, מס׳ 32, טבת תשמ״ו, דצמבר 1985

תמצית המאמרים המופיעים בגליון זה:

INFORMATION FOR ENGLISH TEACHERS

החינוך לדמוקרטיה; בחינות בגרות באנגלית בעל־פה; תכנית מצומצמת למועד בחינות קיץ תשמ״ו, 1986; ״מאבק יהדות בריה״מ״ — מקראה חדשה; התרגום מאנגלית לעברית, בגרות 6 י״ל; ספרי לימוד למגמת מינהל ומזכירות; תכנית הלימודים לאנגלית, פרסומי המרכז הפדגוגי הארצי; לוחות א״ב ומילים ״אחיות״; פרסומי הפיקוח על הוראת האנגלית; ועידת ירושלים הבינלאומית להוראת אנגלית כשפה זרה; בחינה בהבנת הנשמע 1985; מילון דו־לשוני כחומר עזר בבחינת בגרות 4 י״ל; הוראת האנגלית באמצעות המחשב; מבחני הישגים לכיתה י׳.

JERUSALEM INTERNATIONAL TEFL CONFERENCE

מאמר מאת ד״ר עלית אולשטיין, יו״ר אגודת המורים לאנגלית בישראל, על ועידת ירושלים הבינלאומית להוראת אנגלית כשפה זרה.

מבחר ראשון של הרצאות מן הוועידה: **״שני צעדים קדימה, צעד אחד אחורה״** (נאום פתיחה); **״עבודת הסימולציה בכיתות גדולות״, ״מקום התירגום בלימוד שפה זרה״, ״הוראת הספרות בכיתות הטרוגניות״.**

TEACHING A UNIT ABOUT THE HOLOCAUST

המחזה ״תקרית בווישי״ מאת ארתור מילר, הוא בתכנית הלימודים בספרות, ומתאים מאד לשמש נושא בלימודי השואה.

GROUPWORK IN THE SECONDARY SCHOOL

נושאים לדיון בקבוצות — חלק בבחינת הבגרות בעל־פה באנגלית (שיטת ה״סוללה״ החדשה). עצות למורים, משחקי תפקידים.

BAGRUT: 5 POINTS, 4 POINTS, 3 POINTS

בחינות הבגרות: 5 י״ל, 4 י״ל, 3 י״ל. השוואה בין הרמות ועצות פדגוגיות.

TEACHING AIDS EXHIBITION FOR ARAB SCHOOLS

תערוכת עזרים לימודיים, ביוזמת הסמינר למורים ערבים ליד מכללת בית ברל.

READING CLUB FOR PRIMARY SCHOOLS

״מועדון קריאה״ בבית ספר יסודי בירושלים.

משרד החינוך והתרבות
המזכירות הפדגוגית – הפיקוח על הוראת האנגלית

עלון למורים לאנגלית

(כולל "דפי הדרכה לאנגלית")

מספר 32

טבת תשמ"ו, דצמבר 1985

(כולל "דפי הדרכה למורים לאנגלית")

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English Teachers' Journal (ISRAEL)

Ministry of Education and Culture
Pedagogical Secretariat — English Inspectorate

ENGLISH TEACHERS' JOURNAL (Israel)

(incorporating ENGLISH TEACHING GUIDANCE)

Number 33

May 1986

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INFORMATION FOR ENGLISH TEACHERS

New "Battery" Oral Bagrut Test

(circular sent to schools and examiners, February 1986)

For this first year of its implementation, the new "Battery" Oral Bagrut test is being given in a modified form — the first two stations only, without the Group Discussion (third station). Each of these two stations lasts nine minutes, a total of 18 minutes, instead of the 6 minute duration of each of the envisaged three stations. The total mark of 40 represents 20% of the examination mark as a whole. THREE POINT examinees receive a "bonus" of 10%.

STATION ONE consists of:

a) *a personal interview* (examiner–examinee)

b) *sustained speaking* ("monologue") by the examinee.

The use of pictures studied according to the Syllabus is optional (examiner-discretion) at all levels (probably used more with THREE POINT examinees). There is no set syllabus for the "speech", but pictures (not the ones studied beforehand) are a possible stimulus, especially for THREE POINT examinees. Teachers should supply examiners with information regarding the type of subjects with which their pupils are familiar and examiners should set topics within this general framework; they also supply the examiner with the Picture syllabus studied.

Marking: *interview*: 0–5 Accuracy; 0–5 Fluency
speech: 0–5 Accuracy; 0–5 Fluency

STATION TWO consists of:

c) role-play (examiner–examinee, from the topics studied in the Syllabus)

d) discussion (examiner–examinee) of the *literary* or *technical texts* studied (THREE POINT examinees: pictures studied from the Syllabus but not the same ones if used in Station One).

Teachers supply examiners with the role-play syllabus studied and with the literary texts syllabus studied. Examiners will inform teachers on which literary texts they will be testing examinees (about half of the programme).

This year, 1986, schools which did not manage to teach the entire literature programme are being tested only on the items they have studied (but not half of this programme).

Teachers supply examiners with copies of the technical texts studied. Teachers likewise suggest to examiners the type of issues dealt with in teaching the literary and the technical texts and the examiners are requested to test examinees within this general framework; this is especially important in deciding whether to give pupils the higher marks in the "Reading Programme" scale.

Marking: *role-play*: 0–5 Accuracy; 0–5 Fluency
literary texts: 0–10 "Reading Programme" scale*
technical texts: 0–5 Fluency; 0–5 Knowledge of the contents of one of the texts studied (chosen by the examiner)
pictures (THREE POINT examinees): 0–5 Accuracy; 0–5 Fluency

In general, examiners are called upon to have a positive approach in assessing a pupil's performance: what he/she has been able to do, not what he/she has not done or erred in doing (i.e. not to focus on spotting mistakes but to focus on communicative ability).

There is no strict internal division within each Station this year, but examiners will of course devote enough time to each section in order to enable a just assessment.

Every examinee in each section of each Station may choose between two subjects offered him/her; he/she may go back to the first subject if the second one is not to his/her liking. Full details of the Oral Bagrut Syllabus are contained in *Guide to the Oral Bagrut Examination* by Hazel Carmon.

Bagrut Examinations: Supplementary Examinations (בחינות השלמה)

Supplementary examinations are offered by the Ministry of Education and Culture to enable examinees to pass an examination of a higher level without having to do all the examination paper at this higher level. These examinations are:

from 3 POINTS to 4 POINTS: language exercises only, as appear in the 4 POINT paper or similar exercises.

from 4 POINTS to 5 POINTS: composition and language exercises, as appear in the 5 POINT paper.

from 5 POINTS to 6 POINTS: a number of options are available, open only to examinees who have obtained a mark of 9 in the 5 POINT paper, taken in Grade 11; not available for examinees who have left school.

These examinations may not be taken simultaneously with the lower-level paper: e.g.

---

* The scale as detailed in the *Guide to the Oral Bagrut Examination* by Hazel Carmon is doubled; examiners may also give "intermediate marks", i.e. Level 1 = marks 1 and 2, Level 2 = marks 3 and 4, Level 3 = marks 5 and 6, Level 4 = marks 7 and 8, Level 5 = marks 9 and 10).

an examinee may not sit for the 3 POINTS and the 1 POINT "supplementary" at the same time — he/she must do the 3 POINTS one year and if successful then do the "supplementary" on a subsequent examination date (Summers only).

Six Point Bagrut

An increasing number of individual pupils and whole classes are sitting for the 6 POINT examination in English. The level of this paper is very high and only those who have obtained a mark of 9 at least in the 5 POINT paper (taken at the end of Grade 11) are eligible. The level of English required is, therefore, relatively high, so that examinees are always pupils with a high aptitude for English — but not necessarily native speakers of English or non-native speakers who have spent a year or more at school in an English-speaking country, although most candidates hitherto have fallen into one of these categories.

The following options are available:

1. Translation from English to Hebrew, using the course book *Translation from English to Hebrew: A Course for Schools* by E.A. Levenston as the textbook (see JOURNAL 32 for further details).
2. A Writer in the English Language: his/her works and also literary and sociological background material (a favourite choice here is Shakespeare).
3. A Given Period or School in English Literature, e.g. American Jewish writers today, English Romantic Poetry, World War I Poetry.
4. A Theme in English linguistics, e.g. some aspects of the contrastive analysis of English and Hebrew, a study of a specific variety of English (e.g. Cockney, Australian English), a diachronic theme (e.g. a comparison between Shakespearean and modern English).

The examination proper is set and marked by the school; the syllabus for the programme and the examination itself have to be approved in advance by the Chief Inspector for English. Sometimes a paper is allowed instead of an examination.

Education for Democracy

Further to the statement of general principles given in issue 32 of the JOURNAL, in which teachers of English were called upon to take an active part in this educational campaign, the following items in the Reading Programme for Grades 11 and 12 are suitable texts which deal broadly with aspects of democracy, co-existence, racism and prejudice, and discuss ethical and moral issues which come under this general heading.

a) Reading Texts (Compulsory Reading Programme):

1. *The Enemy*, by Pearl Buck
2. *Incident at Vichy*, by Arthur Miller
3. *Everything That Rises Must Converge*, by Flannery O'Connor
4. *My Dungeon Shook*, by James Baldwin
5. *Eli the Fanatic*, by Philip Roth
6. *Mr. Know-All*, by Somerset Maugham
7. *The Plight of Soviet Jewry*, by Carol Goldfus and Naomi Ballas
8. *R.I.C.H.* (*Relevant Issues in Contemporary Humanism*), e.g. Chapter 1: "Headlines" (refugees), Chapter 2: "Circles" (families).

b) Newspapers

9. *Student Post*, monthly — appropriate news items and features
10. *The Jerusalem Post*, daily — appropriate news items and features

c) Instructional Television

11. "Hello Israel" telecasts, e.g. telecast on "Democracy in Israel"

d) Oral Bagrut Syllabus

12. *Pictures*: 3. (Damascus Gate); 5. (The Jewish Quarter); 9. (Hebrew speakers learning Arabic); 10. Arab and Jewish children at the Israel Museum; 14. Abie Nathan and the Peace Ship; 15. Ben-Gurion; 16. Street Demonstration; 17. Arab voters; 18. The Knesset; 19. Golda Meir; 20. Prisoners of Zion; 21. The Holocaust; 43. Summer Visitors at Allenby Bridge; 58. Yeshiva Students.
13. *Role-Plays*: 32. Ethiopian immigrants
14. *Group Discussions* (very important as such): 11. Censorship; 13. The Holocaust; 15. What will future generations think of Israel today?; 20. Should Israel have higher moral values than others?; 21. Jews and Arabs — mutual understanding; 31. Should Members of the Knesset Have Parliamentary Immunity?; 33. Democracy Gives Too Much Freedom
15. "*Making a Speech*" (Monologues): teachers should choose suitable subjects

e) Chapters in Textbooks

(teachers should make copies of the relevant chapters from textbooks they do not use in class), e.g. "Communicating in English" Book 2: Unit 5 ("Hunger, Exploitation, Discrimination"), Unit 9 ("Survivors of the Holocaust"); "Communicating in English" Book 3: "Encounters in History (Arab history); "English Here and Now", Book 2: Unit E ("Women in Society"); "ESH Advanced Level, Book 1": Unit 3 ("Other Cultures, Other Ways"); "ESH Advanced Level, Book 2": Unit 1 ("Israelis').

Teachers are invited to suggest ideas and texts for use with younger classes.

New Dictionary: Oxford Student's Dictionary for Hebrew Speakers

See JOURNAL 32 for a full description of this new dictionary by A.S. Hornby and Joseph Reif. This new dictionary contains all the specific features of the *Oxford Student's Dictionary of Current English* (definitions in simplified English, model sentences to exemplify the use of the new item, idioms, grammatical information) with a Hebrew equivalent of the headword involved; the use of the model sentences and the paraphrase in English distinguish this dictionary from the usual bilingual dictionary, while the use of the Hebrew equivalent gives the learner more confidence and enables him/her to check on the meaning-discovery procedures he/she has used for the English-English part of the entry.

This new dictionary will be the dictionary allowed for use by examinees at the THREE and FOUR POINT Bagrut examinations as from Summer 1988. THREE POINT examinees will also be allowed to use any other bilingual dictionary, but this dictionary will be the only one allowed in the FOUR POINT examination until and unless other dictionaries of this type and quality are published. FIVE POINT examinees will continue to use the English-English dictionaries approved by the Ministry of Education: *Oxford Advanced Learner's Dictionary*, *Oxford Student's Dictionary of Current English*, *Longman's Active Study Dictionary* and *Collins English Learner's Dictionary*.

A similar English-Arabic dictionary will shortly be published by the same publishers (Kernerman and Lonnie Kahan), for use in the THREE and FOUR POINTS examinations from Summer 1988.

New Textbook: Use Your Dictionary as a Learning Tool

This workbook by Menachem Bloch, Bar-Ilan University (publisher: Tcherikover) is a graded series of exercises to aid the learner to find the information he requires in the dictionary (English-English; those used in the Bagrut examinations) quickly and efficiently. The book is suitable for self-study and for classwork. Contents: Alphabetical Order, Introduction (appendixes, headword, parts of speech, suffixes, deletions, abbreviations, punctuation marks), The Verb, Punctuation in the Dictionary, The Phonetic Key, The Noun, Enrich Your Vocabulary, The Adjective, The Adverb, Finding the Information, The Importance of Context, Spelling, Prepositions and Connectors, Combinations, The Substitute Word 'One', How Words Are Formed (suffixes, prefixes, abbreviations, acronyms, words from proper names, foreign words). Teachers who for one reason or another choose not to adopt this book as a class text will nevertheless find it very valuable for themselves as a source of additional exercises and pupil-assignments in dictionary work.

New Book for Teachers: A Practical Handbook in Language Testing for the Second Language Teacher

This Handbook by Elana Shohamy of Tel Aviv University is dedicated "To those teachers who believe that tests are not intended to prove but to improve"; its purpose is to guide the classroom teacher in procedures for planning, writing, administering and analyzing classroom language tests. The book contains a discussion of the principles involved and also a large number of examples of actual test questions and tasks which can serve as samples for the teacher to use in testing reading, listening, speaking and writing. The first part of the book deals with what language testing is, what its purposes are, what students' attitudes towards tests are and how tests should be used in the classroom; it goes on to deal with the HOW of language testing — how to plan a test, how to write good and varied items, how to choose the right testing procedures out of the many available, how to administer the test, how to analyze tests and how to report test scores. The second part of the book addresses the testing of the specific skills — reading and listening comprehension, speaking and writing. There are many examples of test items and tasks in each of the sections on language skills as well as examples of procedures for scoring and rating. Available from Shoshana Goldberg, Ben-Gurion Street 11/24, Raanana, 43300 (Tel: 052-21020).

Achievement Test for English for Grade 6

This test, written by Dr. Renée Vorhaus, is now being printed and should be available by the time this issue of the JOURNAL is published. All four skills are tested in a communicative manner (i.e. not mechanically drilled but meaningfully contextualized). The test will indicate to teachers the level of achievement expected by the Inspectorate. Further tests in this series, for Grades 7, 8 and 9, will be published.

In preparation: new textbook for GEMER pupils

New Ways to English by Hazel Carmon is the title of a new textbook for GEMER pupils, which will hopefully be ready for the next school year (publisher: Kernerman). The pupil's book and workbook stress vocabulary acquisition and communicative activities (mainly recognition skills) in situations relevant to adolescent Israeli learners. A Teacher's Guide will also be available.

Listening Comprehension cassettes — "Pedagogical Pop" and "Short Stories"

These BBC programmes were very successfully broadcast to schools (Grades 9 and 10) as part of the Kol Yisrael School Broadcasts programmes. These broadcasts will be available on cassette as from the coming school year and can be borrowed from the Pedagogical Centres of the Ministry of Education and Culture. A Teacher's Guide, written by Penny Ur, is also available.

Publications of the English Inspectorate

Apart from the ENGLISH CURRICULUM (see separate notice), publications of the English Inspectorate are available from the following addresses:

"ATLAS" Distributors (by post or "on the spot" sales): Shushan 4, Jerusalem (Tel: 02-226046), Tshlenov 49, Tel Aviv (Tel: 03-378901); Eric Cohen (by post or "on the spot"), Hankin 5, Raanana (Tel: 052-453206, 455345, 052-31725). The publications are also available from "Battelheim and Tamir", Nordau 34, Haifa (Tel: 04-641066). Please check the current price and postage.

Available publications are:

ENGLISH TEACHERS' JOURNAL, No. 32 (December 1985)
ENGLISH TEACHERS' JOURNAL, No. 31 (April 1985)
ENGLISH TEACHERS' JOURNAL, No. 30 (July 1984)
ENGLISH TEACHERS' JOURNAL, No. 29 (December 1983)
ENGLISH TEACHERS' JOURNAL, No. 28 (July 1982)
TEACHING ENGLISH TO LESS-ABLE LEARNERS
BAGRUT EXAMINATIONS 1979–1983 (reprint)

The "GUIDE TO THE ORAL BAGRUT EXAMINATION", the textbook "TRANSLATION FROM ENGLISH TO HEBREW" and a collection of past GEMER examination papers are also available from GOOD TIMES publishers and ERIC COHEN Ltd.

Everyman's (Open) University

Everyman's University offers courses for practising teachers of English who do not possess a Teacher's Licence in the following subjects: Methodology, Applied Linguistics, Language Proficiency. Teachers interested (both in Primary and Secondary schools) must first obtain the necessary papers ("חיוב בחינות") from the Personnel

(כוח אדם) Division of the Ministry of Education and then apply to Dr. Shoshana Folman, Everyman's University, P.O.B. 39328, Ramat Aviv.

Courses are also provided for teachers qualified to teach up to Grade 10 who wish to extend their licence to Grade 12. Further details from Dr. Folman, above.

The English Curriculum for Schools

This Curriculum (Grades 5–12) is available from "Maalot" publishers. Every teacher should have a copy of the Curriculum, and Teacher-Trainers and Teacher-Counsellors should also ensure that their 'charges' have a copy. The Curriculum is an indispensable part of the programme for studies for Teacher-Training (Pre-Service and In-Service). The address of the publishers is: Carlebach 29, Tel-Aviv (Tel: 03-284191). Individual copies of the Curriculum can be obtained from the branch of the publishers at Rehov Yavneh 7, Tel Aviv.

Newspapers in Simplified English

The GOOD TIMES Publishing Company issues the following monthly newspapers:
ABC TIMES — for Grades 5, weaker 6, good Grade 4.
SUNSHINE — for Grade 4.
JUST FOR YOU — for Grades 6 and weaker 7.
GOOD TIMES — for Grades 7, 8, 9.

Address: GOOD TIMES, POB 3576, Jerusalem 91035. Tel: 02-525353.

THE JERUSALEM POST publishes the following monthly newspapers:
HEY, THERE! — for Grades 7–9 and less advanced older students.
STUDENT POST — for Grades 10–12.

The address of the publishers is: THE JERUSALEM POST, POB 81, Jerusalem 91000. Tel: 02-551616, Ext. 218.

Publications Available from the National Pedagogic Centre

To order the following material, telephone first to check the current price — 02-238331, 02-238334, 02-238348. Payment is by means of Post Office Bank Account 0-10410-5, payable to "National Pedagogic Centre, Ministry of Education" (המרכז הפדגוגי); send a copy of the receipt to Mr Ezra Mizrahi, National Pedagogic Centre, Ministry of Education and Culture, Jerusalem 91911. Remember to indicate which publication you are ordering and the name and address to which it is to be sent!

JEWISH FESTIVALS: suggestions for teachers Grades 5–9 (not a textbook for pupils)
ENGLISH SONGBOOK: songs and explanations, Primary and Secondary levels
CASSETTE — ENGLISH SONGS: Cassette of songs above
CASSETTE — LISTENING COMPREHENSION BAGRUT TESTS (1979– 1983)

Alphabet and Cognates Charts for Beginning Classes: Repeat Notice

Wall Posters and Pupil's Cards are available from GOOD TIMES, POB 3576, Jerusalem 91035; teachers should telephone in order to check the current price (Tel. 02-525353). The ALPHABET CHART contains capital and lower-case print letters and lower-case "script" handwriting letters (N.B. "Script" handwriting is the officially recommended style to be taught in Israeli Primary schools). The COGNATES CHART contains letter-sound correspondences, all illustrated (e.g. Bb=banana), with the word whose initial letter is the sound of the letter being as far as possible a Hebrew-English cognate; each word is accompanied by a picture of the "object".

ELT COMPUTER COURSEWARE PRODUCED IN ISRAEL

by Tamar Feuerstein, Tel Aviv University

Computer technology has penetrated the Israeli educational scene. More than 600 schools have purchased computers and joined the "Computer revolution".

The resources of the computer are available, but the potential of their applications has not yet been fully realized. Our awareness of the possible uses of computer technology is still limited.

To help teachers take advantage of the present technology, several teams working on projects were set up by the Ministry of Education. They develop materials for schools in Israel, endeavouring to cater to the special needs of Israeli EFL learners.

Educational software, or courseware, is sometimes referred to as CAI (Computer Assisted Instruction) and at other times called CALL (Computer Assisted Language Learning). These two terms appear to be methodologically different from each other.

CAI is associated with 'closed systems', allowing the teacher no access to the program. The lessons are developed by specialists in the field and programmed by professionals. The program is usually tutorial, with a definite teaching aim. It requires direct student involvement in the learning process and is individualized, the interaction being only between the learner and the computer.

CALL refers to 'more open systems', controlled and developed mainly by the teacher. The programs are prepared for specific learners and their main goal is to provide for group interaction or student-to-student communication. The pedagogical aims are to promote better learning strategies and to provide learning experiences. The programs are non-tutorial and are thought of as representing a more pupil-centered approach.

CAI is usually associated with developments in the U.S. while CALL is more developed in Britain and other European countries.

The courseware developed for teaching English in Israel is basically in the form of CAI. The emphasis is on the tutorial mode with remediation and instructive feedback.

In the tutorial mode the computer acts as an instructor. It both presents new information and aims at developing new skills. The lessons are varied: the computer may provide instruction on various levels. It may present a new lexical item in the appropriate context, or deal with the instruction of a complex concept, a skill or a learning strategy, such as the ability to uncover implicit information in a text.

The tutorial can also provide remediation. Remediation assumes the possibility of evaluating the learner's performance. On the basis of this evaluation it can explain problematic points and re-inforce others by varying the approach. This allows for the enhancement of the practice and the adjustment of the difficulty level to the specific needs of the individual learner.

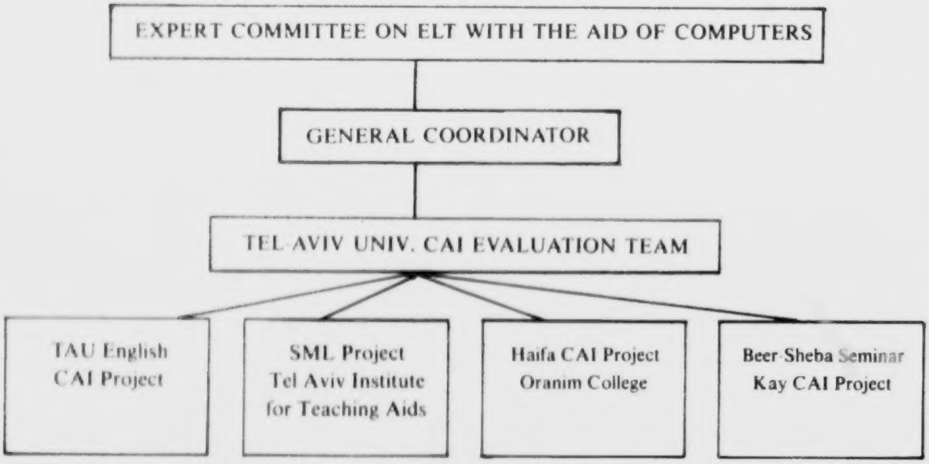
Skills are consciously manipulated by the learner. The ultimate aim is to get away from routines while attempting to both simulate and stimulate the learner's cognitive skills and strategies. While simulating the information-processing abilities of the learner, the computer allows us to direct the learner step by step. Thus, the actual process of learning may result in a greater awareness of the skills available to the learner. At the same time, other skills available to the pupil but not previously utilized may be developed.

Feedback to the learner is an important feature of courseware. While in traditional CAI feedback was only of the right/wrong type, the courseware developed in Israel endeavours to incorporate relevant and instructive contingencies. This feedback explains, gives clues, and provides help. Positive reinforcement is also included so as to re-confirm the proper response.

Courseware development in Israel

Four teams are developing courseware for the Ministry of Education and Culture. The teams work independently, but work procedures and decisions are coordinated; a committee of experts has been set up to assist in this coordination.

Structure of Development Project


EXPERT COMMITTEE ON ELT WITH THE AID OF COMPUTERS
GENERAL COORDINATOR
TEL-AVIV UNIV. CAI EVALUATION TEAM
TAU English CAI Project
SML Project Tel Aviv Institute for Teaching Aids
Haifa CAI Project Oranim College
Beer-Sheba Seminar Kay CAI Project

The following courses on computers are available for use in the schools:

SKILLS GRADE	Reading Comprehension	Integrated Skills	Grammar	Vocabulary
5th, 6th	Beer-Sheba ATARI	Beer-Sheba ATARI	Beer-Sheba ATARI	Beer-Sheba ATARI
7th	S.M.L. Commodore T.A.U. Apple IIe	S.M.L. Commodore	S.M.L. Commodore T.A.U. Apple IIe	S.M.L. Commodore T.A.U. Apple IIe
8th	T.A.U. Apple IIe	T.A.U. Apple IIe	T.A.U.	T.A.U.
9th	T.A.U. Apple IIe	T.A.U. Apple IIe	T.A.U.	T.A.U.
10th, 11th	T.A.U. Apple	—	—	—

Note that different teams work on different computers. A problem we face is the overwhelming range of hardware in the schools. Computers were purchased with little attention to courseware availability. Consequently, courseware designed for one computer must be transferred to other computers, an extremely time-consuming process.

	TEAM			
COMPUTER	Tel-Aviv University	S.M.L. Tel Aviv	Haifa–Oranim	Beer-Sheba Seminar Kay
Apple IIe (Super-pilot)	1	2	1	—
Commodore 64 (magic)	2	1	2	2
Atari (Leader)	—	—	—	1

1 Original Program.
2 Transferred Program.

CAI DIVISION OF THE ENGLISH PROJECT
TEL-AVIV UNIVERSITY

The CAI Division of the English Project has developed a package intended for learners in the Intermediate and Upper Divisions. The package contains to date 15 lessons (or computer hours) and two Teacher's Diskettes. In the final stage the package will contain 30 hours of CAI materials. The courseware is intended as a supplement to the regular curriculum. Each unit is modular and does not depend on any specific textbook.

The general aim of the courseware is to familiarize the learner with reading skills and strategies, as well as to provide exposure to reading passages on a variety of topics.

Each unit provides the learner with a "menu", except those units which center around a narrative. The menu allows the learner to enter the program at various points and sequence his own learning experience. It allows repetition or review of sub-units, and "escape" possibilities at the end of each sub-unit.

All units provide a built-in glossary, giving the learner efficient access to the meaning of words and phrases that might hinder his comprehension of the reading passage.

Most of the units provide the learners with fun activities that allow for relaxation and for practice. The game-like activities utilize the 'user-friendly' characteristics of the computer. These provide totally personalized units of learning, for instance finding out about yourself, preparing your own family tree, etc.

Units available for use in schools

1. *A reading comprehension course for English Teachers* (2 diskettes, Apple IIe)
A teacher's guide that explains the philosophy of the courseware in dealing with reading comprehension and demonstrates the approach used in our reading comprehension courseware.

2. *Dictionary* (1 diskette — Apple IIe)
A remedial unit presenting a variety of activities and tasks to practice and reinforce the alphabetical system and the use of the dictionary.

3. *The Missing Note* (1 diskette, Apple IIe) — A mystery game
An entertaining guessing game with clues designed to expose the student to a large number of simple passive constructions in authentic situations.

4. *Snorkeling* (1 diskette — Apple IIe & Commodore 64)
Practice in reading for a purpose. The unit presents Vocabulary practice and suggests a technique for locating the main idea. It also exposes students to the modals "must" and "mustn't" in connection with the imperative.

5. *The Process of Paper-Making* (1 diskette — Apple)
The unit is based on a text dealing with the process of paper making. It allows the learner to make inferences, exposes him to passive constructions in natural context, and assists him in focusing on the main ideas in the passage. The unit also demonstrates a summarizing technique.

6. *Leonardo da Vinci* (1 diskette — Apple)
The unit concentrates on the following reading skills: rhetorical questions, the comprehension of the use of logical connectors, the distinction between fact and opinion, and the recognition of examples and anaphoric references.

7. *Protective Coloring* (2 diskettes — Apple and Commodore)
The unit deals mainly with the following reading skills: prediction, cause–effect relations, summarizing techniques, differentiation between main ideas, generalizations and examples.

8. *Dolphins* (1 diskette — Apple)
In this unit students learn the following reading skills: to classify information, to differentiate between explicit and implicit information in a text, to compare and contrast, to transfer information from one mode to another, and to learn how to make inferences and educated guesses.

9. *Astrology* (2 diskettes — Apple)
The unit focuses on the following reading skills: recognition and manipulation of definitions, causal relations, extracting factual information, making inferences and recognizing anaphoric relations, and distinguishing between fact and opinion.

10. *Balloons* (1 diskette — Apple)
The following reading skills are emphasized: logical and chronological sequencing, making inferences, extracting main ideas and generalizations, paragraph structure, predicting information, and practice in the use of connectives.

11. *The Legend of the Two Volcanoes*
This unit is based on a narrative passage and teaches prediction and expectation in reading. It presents opportunities for reading for a purpose and self-correction. A vocabulary reinforcement game is included.

TEL-AVIV CAI PROJECT — EVALUATION REPORT

by *Miriam Schcolnik*

The overall aim of our Computer Assisted Instruction English program for Grades 8 and 9 is to facilitate reading comprehension of cohesive discourse by exposing the pupils to various kinds of texts and by providing them with the opportunity to practice the reading strategies in an individualized manner.

Our courseware is not directly related to any textbook, but it takes into account the grammatical structures and lexical items recommended for this level of English in the syllabus published by the Ministry of Education.

The program is individualized, student-centered and interactive. It is meant to be teacher-independent except for guidance in choosing units. It is partially controlled by the student with escape possibilities at certain points.

The program provides the pupils with self-motivating materials and allows them to practice a number of reading strategies such as identifying definitions, comparisons and contrasts, guessing from context, prediction and anticipation, inference and implication, distinguishing fact and opinion, and others.

A pilot study was conducted in the months of July and August 1984. Three experimental units were tried out with the Tel Aviv University summer camp children. The purpose of the pilot study was twofold. On the one hand, it was to learn about the suitability of the units concerning their level of difficulty, the clarity of the instructions, the difficulties the students might encounter in handling the material, and the interest level of the lessons. On the other hand, the development team was interested in learning about the students' attitudes towards CAI.

Two monitors were present during the computer sessions to answer questions, solve technical problems and observe pupils' reactions. An attitude questionnaire in Hebrew was administered to all the pupils at the end of the summer camp. Some classes had two computer sessions during the course but most classes had only one session.

The information obtained from the observations was immediately analyzed and used in order to revise and improve the units: those tasks that were unclear to the students were changed and the instructions reworded, more words were added to the glossary of each lesson, etc.

The questionnaire provided the team with interesting feedback as well. The following is a summary of the students' responses.

Population: 55	Yes	No	No answer
Students' Attitudes Towards CAI			
1. Presentation of the material is clearer on the computer than in class.	52.7	43.6	3.7
2. The computer has contributed to my positive feelings towards English as a subject.	74.5	25.5	–
3. I like working with the computer because one can make mistakes without feeling embarrassed.	72.7	27.3	–
4. More time should be devoted to computer lessons.	90.9	9.1	–
5. I enjoyed working with the computer.	94.5	1.8	3.6

	Yes	No	No answer
6. When working with the computer, I was able to concentrate most of the time.	94.5	5.5	–
7. The computer confused me.	5.5	90.9	3.6
8. The computer frustrated me.	7.3	92.7	–
9. I felt like working with the computer longer than one hour.	85.5	12.7	1.8
10. I recommend that the computer be used next year as well.	98.2	1.8	–
11. I felt comfortable when I worked with the computer.	96.4	1.8	1.8
The courseware			
12. The computer helped me understand the mistakes I made.	78.2	18.2	3.6
13. During the computer hour I was active most of the time.	94.5	3.6	1.8
14. At times I did not understand what I had to do.	56.4	3.6	1.8
15. The drawings and graphics helped me understand the subject matter.	72.7	25.5	1.8

	very much	more or less	little	not at all	blank
16. The computer allowed me to work at my own pace.	52.7	30.9	5.5	–	10.9

	very relevant	relevant	more or less	irrelevant	blank
17. The feedback the computer gave me was	27.3	56.4	12.7	1.8	1.8

	very useful	useful	not very	useless	blank
18. The explanations were	25.5	60.0	9.1	3.6	1.8

	very suitable	suitable	more or less	unsuitable	blank
19. The examples were	32.7	45.5	9.1	7.3	5.5

The population selected for the pilot study was quite representative of the target population in terms of age and language level. Ages ranged from 12 to 16, Grades 7 to 10. 45% of the children came from stream A at school, 55% from stream B or heterogeneous classes. However, the motivational level was probably much higher than that of children at school, since most of these children *choose* to study English intensively in summer.

This pilot study was part of the internal formative evaluation effort which is an integral component of the development process.

CAI HAIFA-ORANIM TEAM — "UNIDENTIFIED FLYING OBJECTS"

by *Arlyne Gozali, Mary Shafir* and *Rivka Bar-Hama*

This unit (U.F.O.) has been developed for 9th Grade pupils. The main objective of this unit is to teach Relative Pronouns and to provide additional practice and reinforcement where the structure has been previously taught. In addition, the less-able pupils receive more intensive assistance and at the same time expand their vocabulary, since the same lexical items are repeated throughout the unit.

1. The courseware is pupil-oriented and at the same time assists the teacher with additional instructional material.
2. Each pupil advances individually at his own pace and at his own level. Thus, the material caters to a wide ability range of junior high school pupils (8th and 9th Grades).
3. Not all sections of each unit are done or seen by every pupil. At the end of each sitting, the pupil will be directed either to the next activity, which is on a higher level, or to remedial work intended to further explain or practice a certain structure.
4. There is the possibility of beginning with the reading passage which includes the grammatical structure in context, or beginning with the exercises.
5. During certain activities the pupil is given the choice of doing an exercise or skipping it.
6. The pupil has the choice of using an English/English Glossary or an English/Hebrew Glossary according to his/her level, for clarification of vocabulary.
7. The pupils have a choice of reading the generalizations and explanations, in either English or Hebrew.

8. Each pupil is provided with immediate personal feedback which includes a contingency or a score, and an explanation if the answer is correct or incorrect.
9. Color, animation, graphics, sound and inter-action between pupil and computer are elements which increase motivation and pupil involvement.

Duration of the Unit

This overall unit consists of five diskettes, each containing one or two lessons. In addition, there is one optional Enrichment (Non-Defining Relative Clauses) diskette.

The duration of each lesson is approximately 20 to 25 minutes, depending on the ability and speed of performance of the individual pupil. It is recommended to work for 20–25 minutes twice a week. However, teachers can decide according to their special needs to lengthen or shorten computer time.

Although the exercises are linked, it is not essential to use all of them. The needs of the pupils should dictate the choice of exercises and their specific order.

Vocabulary

The vocabulary of the text and exercises is mainly based on the lexical items taught for active knowledge up until and inclusive of the 9th Grade. There is an English-English and English-Hebrew Glossary (upon request) for those who need it. No specific terminology has been used in the unit, except for several words like "UFOs".

Order of Use

This unit teaches and practices Relative Pronouns. There are two possibilities of approaching this unit. Teachers who feel that their pupils should be exposed to Relative Pronouns through a reading passage can start the unit with the reading passage on UFOs which introduces the Relative Pronouns in context.

Those pupils who begin with the reading passage do a cloze text for reinforcement of the material taught before going on to the grammatical structures. On the other hand, there is the possibility of going directly into the grammatical generalization taught inductively and deductively and exercises, omitting the reading passage and the cloze text.

Though it is recommended to take the former approach, the teacher is the best judge of the individual pupil's needs.

The Haifa team was awarded an Honorable Mention in the First National Courseware Competition.

CAI "SEMEL" COURSEWARE (S.M.L.)

The courseware is intended for the average 7th Grade pupil as well as an 8th Grade or a very good 6th Grade learner. It provides reading texts which promote strategies of intensive reading, i.e. reading for comprehension. The reading texts are accompanied by a visually attractive graphic layout with an explanatory function. Selection of language content depends on criteria of comprehensibility.

Since the units are planned to be used by all learners, the courseware is based on both the macro-structures and the micro-structures of the language, from the whole-general reading comprehension to the parts: vocabulary and simple grammatical structures.

The pupil approaching this courseware must, however, have certain linguistic means at his disposal. Pre-requisites for the course are: 1. the mechanics of reading, 2. the ability to use a glossary, 3. certain structures.

The reading passages are structurally graded and provide situations in which the structure is displayed in a functional manner. The structures are reinforced in sets of exercises in recycled sequence. These language-exercises come to consolidate the knowledge of structures already introduced in class. The main objective of structure practice is to facilitate the learner's recognition and subsequent acquisition of these structures. The exercise/tasks make demands on the learners which lie within their perceived range of linguistic competence and offer immediate correction of error as well as further explanations in the remedial frame. The focus here is not limited to the serial presentation of syntactic structures but on the cognitive awareness of the rules of use and usage. Teachers who would like to devote more time to grammatical drills are offered a special unit called "Practice Route". This is a self-contained unit the aim of which is to consolidate grammar. Here the structures are not embedded in a reading text. However, the exercises themselves are contextualized and turn into meaningful passages once the exercise-tasks have been completed.

The worksheets. There is a danger that very weak pupils, whose knowledge is too limited to cope with this courseware, might become non-participants. It is suggested that they be given preparatory worksheets. While the class is engaged in computer activities, the teacher can devote his/her time and attention to those weaker pupils and help them out with the worksheets. The function of these worksheets is remediation. After working on a series of simplified worksheets, the slow learner may try to cope with the courseware.

Units available for use in the 7th Grade

Each unit is based on a text. All subsequent activities and the vocabulary are based on the readings.

1. *Treasure Island*. Grammar: prepositions. Vocabulary in context.

2. *Inside the Old House*. Grammar: past/present tense, imperative forms. Vocabulary in context.

3. *The Class Trip*. Grammar: Wh-questions, present tense, 3rd person singular. Vocabulary in context.

4. *A Trip to the Negev*. Grammar: Wh-questions, present/past irregular verbs. Vocabulary in context.

5. *A Beduin Village*. Grammar: Wh-questions, present/past irregular verbs, time expressions. Vocabulary in context.

6. *Can/Can't*. Grammar: can, can't. Vocabulary in context.

7. *Wh-questions*. Grammar: wh-questions.

8. *Grammar*. Present tense, past tense irregular, time expressions.

9. *The Museum of Archaeology*. Grammar: Wh-questions, past tense. Vocabulary review/enrichment.

10. *Gad's Library*. Vocabulary review/enrichment. Comprehension.

11. *The School Magazine*. Grammar: verb tenses and time expressions. Vocabulary in context.

12. *Review*. A general test for verb tenses, time expressions, prepositions, wh-questions, word order, yes/no questions. Throughout all the activity the pupil is able to see his/her score. The pupil is able to change his/her answers within each frame by pressing a key.

13. *Review*. A general test for vocabulary.

14. *The Practice Route*.This unit consists of drills and exercises based on previous units. It drills verbs and practices Wh-questions. This unit caters for those classes that may need additional structure practice.

The S.M.L. program won first prize in the First National Courseware Competition.

CAI: BEERSHEBA TEAM (KAY COLLEGE)

The program is intended for beginners in English as a foreign language. It is individualized, allowing every pupil to work at his/her own pace. Its flexibility allows the pupil to do the sections appropriate to his needs. Some units are independent: these can be used as an aid in determining the need for reteaching or further practice in specific skills. As such, they lend themselves to remedial work for the weaker pupil.

The overall approach is a combination of inductive and deductive teaching. The pupil is presented with a number of examples explaining the use of a new structure or lexical item in context so that he may arrive at his own generalizations. The pupil must be able to do each step before continuing to the next item. The program is organized in such a way that pupils who have difficulty with the linear (main stream) material are given non-linear material, i.e. clues, rules and graded exercises, to help clarify the teaching point.

The course involves both tutorials and drill and practice material. It is self-motivating, especially in its wealth of functional graphic design, which provides the pupil with the opportunity to practice the use of the vocabulary and the grammatical structures in a pleasant and aesthetic learning environment.

The program is not linked to any specific textbook or any existing program. On the other hand, it does not conflict with existing materials and may be used alongside any of these. The lexical items in the program are the basic vocabulary items used in the school curriculum. Vocabulary is controlled and amounts to approximately three hundred active lexical items. The program is suitable for heterogeneous groups. It is carefully graded and structured. All teaching is done in a meaningful context. Reading passages are chosen for this purpose, as well as for introducing new grammatical structures and lexical items. Varied formats are used, including drill and practice. Instructions are given in Hebrew and in English with accompanying examples. Long and difficult instructions and explanations are given only in Hebrew.

Evaluation and testing

The evaluation of the pupil's progress is an important part of the program. It is important both for the teacher and for the pupil. He/she must know "where he/she stands" at all points so that he/she can understand the route he/she has to take in order to complete the program. The teacher, too, must know the individual pupil's level in order to ensure the best possible utilization of the course. This will enable the teacher to see if help is needed in any specific area.

The pupils' achievements are made known to them and to the teacher, either in the form of a number (grade or score) or in the form of a specific comment.

The dictionary

A dictionary is available throughout the course at all stages. The dictionary includes all the words used in the course, i.e. the lexical items which are taught and the ones used in the instructions and the contingencies.

There are two kinds of dictionaries: a picture dictionary, and an English/Hebrew dictionary. The dictionary used in each instance depends on the contents and objectives of the specific unit.

Unit 1 — in development

Unit 2 — *Ben, Ora and Rex*
Part I — Ben
Objectives: reading comprehension; mastery of lexical items in meaningful context.
part II — Ora, Part III — Rex

Unit 3 — *A House, A Cat and A Tree*
Based on a text, the objectives are reading comprehension and the mastery of lexical items in meaningful context.
Part I — A House, Part II — A cat and a tree

Unit 4 — *Dick, Tom, Ora*
Pre-requisite knowledge: familiarity with basic reading patterns.
Part I — Dick, Part II — Tom, Part II — Ora

Unit 5 — *Tom*
Pre-requisite knowledge: familiarity with basic reading patterns, familiarity with words beginning with vowels.
Objectives: teaching of an; usage of a/an

Unit 6 — *Compy School*
Part I — The Classroom, Part II — Class 5, Part III — I am a pupil
Objectives: pronouns *me, she, it. Be* paradigm.

Unit 7 — *Avi's Room and Gali's Room*
Objectives : reading comprehension, mastery of lexical items in meaningful context.
Pre-requisite knowledge — familiarity with basic reading patterns.
Part I — Avi's Room and Gali's Room, Part II — Part I continued (s- plural of nouns).

Unit 8 — *We are Pupils of Compy School*
Pre-requisite knowledge: Be paradigm, Plural of nouns.

THE CENTRE FOR EDUCATIONAL TECHNOLOGY CAI TOAM ENGLISH COURSES

by *Susan Nissan*, Co-ordinator

General Description

The principal aims of the TOAM English courses are to provide pupils with extensive practice in the usage of English, to provide teachers with accurate progress reports on their pupils' performance, and to diagnose the pupils' difficulties.

The TOAM English courses are organized in a matrix of topics and levels. The topics cover fifteen areas in the instruction of English, some dealing with structures (e.g. verbs, noun phrases) and others dealing with reading comprehension (e.g. main ideas, sequencing). Each topic is divided into levels, or sub-skills, of increasing difficulty which correspond to the material covered during a school year.

There are two drill modes in the TOAM system: Placement and Practice. A pupil enters the English course in the Placement mode. He is presented with a series of items at different levels. His performance on these items determines the level at which he begins the Practice. In the Practice mode, the pupil is presented with items from all topics which are active at his level. When he completes one set of exercises in a topic, the system decides, based on his performance, whether to advance him to the next level in that topic or to present him with additional items at the same level. A pupil may work at different levels in each topic, and each pupil works at his own rate. Lessons are defined by time rather than by number of items. At each lesson, the pupil begins where he stopped the last time he worked with the system.

The teacher is provided with a weekly report on the pupils' performance, which indicates the level of each pupil in each topic. When a pupil has difficulty at a certain level, the report indicates this difficulty with a special sign. The report is a useful guide for the teacher in detecting individual pupil's difficulties, or global difficulties of the class. The teacher then refers to the Teacher's Guide to look up which skills are causing the pupil or the class difficulty.

The matrix of topics and levels was developed for grades 5–7 in 1980-81 and for technical English in 1982-83 by Dr. Alan Marbe. Both matrices have since been revised based on pupil performance data and suggestions from advisors.

The three English TOAM courses, English for grades 5–7, English for grades 8–9 and Technical English for high school and post-high school, are being adapted so that they may be offered as one package for the school year 1986-87.

240

English for Grades 5, 6 and 7

This course covers the material for Grades 5, 6 and 7. The order of the structures and the vocabulary correspond to the Instructional Television book series. Structure and vocabulary are controlled throughout the course. The course practices the structures learnt in these Grades, as well as reading comprehension skills. The skills are presented in items with relevant contexts.

This course is being used in over 250 schools in Israel. The course is intended for 6th and 7th grade pupils. Pupils usually begin in the 6th grade after having mastered basic decoding skills. The course is also used by pupils in the second half of the 5th grade, and in the 8th and 9th grades for review and reinforcement.

Teachers are provided with a Teacher's Guide which describes the 225 skills practiced in the course, a Teacher's Manual which describes how pupils work and how to read the reports, and an index which is a reference guide to textbooks used in Israel. The index is organized by topics and levels, so that when a pupil has difficulty with a specific skill, the teacher can refer to the textbooks for supplementary material. C.E.T. has just published an Activity Book which provides over 100 ideas for classroom activities. The activities include games, study pages, activity cards and worksheets which are suitable for individual, pair or group work in the classroom.

Teachers are invited to participate in workshops, where they can receive suggestions in methodology for organizing the class into groups and discuss difficulties with the C.E.T. team. The emphasis in the workshop is how to implement TOAM in the English classroom most effectively. C.E.T. counselors visit the schools on a regular basis.

The course was revised and expanded (to 6,000 items) on the basis of student performance in 30 systems during the 1982-83 school year. This revision and improvement is an ongoing process, i.e. data from the current course are continuously being collected for further analyses. Teachers are invited to contribute their ideas to the development.

Description of Topics in English TOAM for Grades 5, 6 and 7 (with level ranges)

Topic 1 — LETTER WORD ATTACK (Level Range: 45–79)

The items in this topic provide practice in reading skills. The shape of letters, common consonant clusters, sound-letter correspondence, and skimming are some of the foci of the items.

Topic 2 — VOCABULARY (45–79)

The items provide practice in vocabulary. The word to be practiced may be defined by a picture, an antonym, a synonym, text clues or paraphrasing.

Topic 3 — NOUN MORPHOLOGY (54–78)

The items deal with the various plural endings of nouns, possessive nouns and the pronoun paradigms.

Topic 4 — MODALS AND AUXILIARIES (66–79)

The items deal with the modals "can" and "will" and the auxiliaries (helping verbs) "be", "I'd like", "have to", "going to" (as future), "do", "does", "did", in terms of their position and use in sentences.

Topic 5 — VERB MORPHOLOGY (55–79)

The items deal with the verb forms in subject–verb agreement and the irregular past tense forms.

Topic 6 -- DERIVATIONAL AFFIXATION (70–79)

The focus is on suffixes and prefixes to adjectives, nouns and adverbs which often change one part of speech into another. (For example, the verb "teach" plus the suffix "er" becomes the noun "teacher".) Drill is provided for common prefixes and suffixes that aid in guessing the meaning of a word.

Topic 7 — ADJECTIVES AND ADVERBS (74–79)

The items drill the form and use of adjectives and adverbs, as well as the comparative and superlative forms of adjectives.

Topic 8 — NOUN PHRASE STRUCTURE (53–78)

There are three major areas of focus in this topic. One of them deals with the word order in the noun phrase. For example, in English, adjectives always precede nouns. Another area is agreement between nouns and determiners. For example, a plural noun is preceded by a plural demonstrative (these or those). The last area is compound nouns, such as "armchair" or "shoe shop". The focus here is on the order of the nouns.

Topic 9 — SENTENCE PATTERNS (50–78)

The items deal with the word order in a sentence (subject–verb–object), changes of word order in question forms and the position of adverbs in the sentence.

Topic 10 — VERB TENSES (60–79)

The items in this topic deal with the use of the tenses, i.e. their functon and meaning, and especially tense and time adverb agreement.

Topic 11 — COORDINATION–REFERENCE (60–64 / 65–79)

The items in the first part of this topic deal with the function and meaning of conjunctions within a sentence or between sentences. The second part deals with pronoun reference. Pronoun reference deals with deciphering which word a pronoun refers to in a text.

Topic 12 — PUNCTUATION/CLASSIFICATION (55–61 / 62–79)

In this topic, the first part deals with the basics of punctuation (e.g. a capital letter at the beginning of a sentence). The second part deals with classificaton, for example: recognition of classes of words, finding common characteristics, giving a class name to a group of words (e.g. food, furniture), and finding an example of the class.

Topic 13 — DETAIL AND MAIN IDEAS (56–79)

The items check understanding of simple texts by asking detailed questions about them. Other items deal with finding main ideas of a paragraph.

Topic 14 — SEQUENCING (65–79)

The items in this topic deal with the logical order of activities (e.g. I woke up, I got dressed). The early levels begin with the sequence of single words. Other skills practiced are ordering sentences using textual clues (e.g. first, next) and answering questions about the order of events in a text.

Topic 15 — CAUSE AND EFFECT (64–79)

The items in this topic deal with the relationship between sentences, e.g. which event caused which, drawing conclusions based on certain given information and guessing reasons for events.

English for Grades 8 and 9

A continuation of the course for Grades 5, 6 and 7 is currently being developed. This course will give more weight (i.e. more topics) to reading comprehension. The texts are often expository in nature, as is suitable for the junior high level. The course will be ready for use in September 1986.

The vocabulary in this course is taken from both the Instructional Television series for Grades 8 and 9 and the ESH series. The vocabulary selected is common to both series so that pupils learning from either series can use the course.

Topics for Grades 8–9

1. Dictionary Skills and Abbreviations
2. Vocabulary
3. Pronouns and Noun Phrases
4. Sentence Patterns and Functions
5. Verbs
6. Prefixes and Suffixes
7. Adjectives and Adverbs
8. Prepositions and Phrasal Verbs

9. Evaluative Reading
10. Detailed Information
11. Reference
12. Context Clues
13. Main Ideas
14. Sequencing
15. Conclusions

For further information on TOAM English for Grades 5–9, contact:

Susan Nissan
The Centre for Educational Technology
16, Klauzner Street
Ramat Aviv, 69011
Tel. 03-423222, Ext. 59 or 46.

Technical English

The technical English course includes *Tools and Tactics in Reading Technical English*, a series of three self-study books, and TOAM Technical English, CAI placement and practice. The course is intended for vocational high school and adult students in the fields of computer hardware and software, electricity, electronics, simple optics and electro-optics. The focus of the course is on reading comprehension skills related to technical material. The course will be available in 1986.

Tools and Tactics in Reading Technical English

The aim of the series are:

To improve and facilitate reading skills in technical English.

- To expand and reinforce vocabulary.
- To acquire and practice a variety of reading strategies.
- To increase reading comprehension abilities.

To provide opportunity for guided practice in technical English reading.

To promote independence in reading a variety of technical English materials.

To develop a positive attitude towards reading technical English materials.

TOAM Technical English

The computer practice is based on a matrix of 15 topics and 15 levels (225 sub-skills). The emphasis in the structure-based topics is on how the structures facilitate comprehension, and does not dwell on production. The vocabulary relevant to the fields mentioned above is also emphasized.

The CAI course will be accompanied by a manual describing the 225 skills practiced, how students work and how to read the reports. The course is presently being revised and expanded on the basis of the results of a pilot test on 675 items. Following is a description of the fifteen topics in the CAI course.

Topic 1 — WORD ATTACK

The purpose of the items in this topic is to provide practice in reading skills. It deals with sound/shape correspondence and Hebrew-English correspondences. This topic also covers dictionary skills (e.g. alphabetizing, choosing appropriate definitions).

Topic 2 — MORPHOLOGY: DERIVATIONAL AFFIXATION

The items deal with the form/meaning connection, including common Latin and Greek affixes and roots (e.g. re-, un-, -able). The purpose of this topic is to assist students in guessing at the meaning of words, using their knowledge of these roots and affixes.

Topics 3, 4, 5 — LEXIS

The items in these topics practice relevant vocabulary in a specific context. Topic 3 deals with general vocabulary, Topic 4 deals with common quasi-technical words (e.g. increase, compare), and Topic 5 deals with the technical vocabulary (e.g. specific to electronics, computers, etc.). This topic also provides practice in using context clues (e.g. antonyms, synonyms, paraphrases).

Topic 6 — NOUN PHRASES

The items deal with nouns, pronouns, determiners, noun quantifiers, word order in the noun phrase and various types of compound nouns. The emphasis is on comprehension.

Topic 7 — VERBS

The items deal with the form and use of verbs, including auxiliaries, modals, conditional sentences and the tenses.

Topic 8 — PREPOSITIONAL PATTERNS AND ABBREVIATIONS

The items provide practice in various prepositional patterns: prepositional phrases, verb + preposition and phrasal verbs. The emphasis is on comprehension (as in the vocabulary topics) especially when the preposition changes the meaning of the verb (e.g. look at vs. look for, turn vs. turn down, etc.). The exercises in some levels provide practice in understanding common abbreviations.

Topic 9 — MODIFIERS: ADJECTIVES AND ADVERBS

The items deal with the form and use of adjectives and adverbs, including adverbs of frequency, place and intensifiers. The comparative and superlative of adjectives and adverbs are also practiced.

Topic 10 — SENTENCE STRUCTURE

The items deal with word order in the verb phrase and in the sentence, and the effects of a change in word order on meaning. Passive sentences are covered here rather than in Topic 7 (Verbs). In addition, the order of clauses in complex sentences and position of various adverb types are practiced.

Topic 11 — CONJUNCTIONS AND ADVERBIAL SENTENCE CONNECTORS

The items concentrate on the logic and interpretation of the relationship indicated by the conjunction. Coordinate conjunctions include "and", "but, "or", etc. Subordinate conjunctions and adverbials refer to relationships of time, cause, result, concession, condition and purpose.

Topic 12 — SEQUENCING AND PREDICTION

The items deal with sequencing and prediction. The sequencing items provide practice in sequencing with various types of textual clues. The textual clues may be temporal: absolute (at 5 o'clock), relative to now (last week, yesterday), relative to another point in time (a week later), or clues that arrange events in a sequence: first, then, in the end, etc. The levels are also defined by the number of sentences to be ordered. The prediction items are defined in terms of where the element to be predicted is located in the text (end, middle, beginning).

Topic 13 — REFERENCE

The items deal with pronoun and adverb reference, mostly anaphoric. The items require deciphering to which word a pronoun or adverb refers in a text.

Topic 14 — NUMERICAL AND MATHEMATICAL PROCEDURES

The items provide practice in solving word problems. The emphasis is not on calculating the answers, but rather deciphering from the text which operation(s) is/are necessary to get to the answer. The exercises include vocabulary and expressions common to the operations.

Topic 15 — CLASSIFICATION AND CATALOG WORK

1. General and technical classification
2. Simple troubleshooting
3. Correlating texts with illustrative materials (graphs, diagrams, etc.)
4. Detail and main idea
5. Relating catalog items to troubleshooting instructions (e.g. on what pages in a catalog can you find necessary parts?)

For further information on Technical English contact:
Dr. Gita Kornfeld or Eva Stobsky
The Centre for Educational Technology
16, Klausner Street
Ramat Aviv, 69011
Tel. (03)423222 ext. 65 or 37

THE ENGLISH TEACHER EVALUATES COMPUTER SOFTWARE

by *Judith Bloom Criden*
English Consultant, LOGAL, Teacher, Kfar Blum Regional Elementary School

Introduction

LOGAL, a department of the Upper Galilee Regional Council Development Program, is an information center for computers in education, new educational software and computer hardware. Its activities include:

1. being a center for the development of computer programs;
2. providing courses and seminars in computer languages and literacy;
3. being an interface between programmers and hardware manufacturers of personal computers and the users of this area;
4. an umbrella organization for industry, research, education and management regarding use of the personal computer.

Several teachers work in LOGAL in the preparation of CAI programs for their classes and the evaluation of existing material. As we examined available software, we found it necessary to decide what we are looking for — and why. This article is a summary of our explorations and decisions.

How does a teacher with little experience in software materials effectively evaluate software? Is there much difference between evaluating software and any other type of learning program? What do we want to know?

General Questions

1. For what *purpose* will the software be used? We want to know if some formats are more appropriate than others for the subject we are teaching. (Drill and practice,

instructional games, problem solving and simulation are generally known as "formats".) In other words, what are our *objectives*?

1. to teach new information, skills or concepts;
2. to reinforce previously learned information, skills or concepts;
3. to supplement materials already taught;
4. to provide enrichment or remediation;
5. to develop computer literacy;
6. to entertain.

II. *Who* will be using the program — in terms of age, grade, or ability levels? Software must take into consideration the developmental needs of the learners.

II. What are the *stated objectives of the software program*? Look for a theoretical base, principles of pedagogy and instructional design. Also check the program organization — is it sequential, logical? Do the learning tasks as presented help learners meet the stated objectives?

IV. What previous *knowledge* or *skills* are required to function properly with the program? There are few existing English (language arts) programs that do not assume ability to read as a prerequisite.

Specific Elements of Instruction

1. Does the program use *computer technological capabilities* appropriately? A computer that functions as an electronic page turner is not using its potential. Rather it must actively involve students in their own learning. The word is: INTERACTIVE! (Television, on the other hand, presents learning which is *passive*.)

2. Is the program designed to appeal to students in the age group or Grade level for which the program is intended? *Program design* relates to the way in which the topic and activities are presented. If the software is from the USA, is the stated Grade level too difficult, too complex for Israeli students? Are there assumptions as to already acquired language that Israeli students cannot meet? Commercial software is attractively designed, highly motivating and of great interest to the Israeli student. Does it do the job we require?

3. Who is in control of the program — the *student* or the *computer*? The learner should control the rate and sequence of the presentation, to progress at his own pace and to loop back to specific parts of the program, as well as an exit key to quit at any point. Users can operate the program independently and easily, from a technical aspect.

4. Are the *skills* and *materials* in the program appropriate to the specific learning needs of the intended users? Is instruction integrated with previous learning experiences? Is there progression in the program, or is it all at one ability level?

5. Is the presentation of *content* clear and logical? Here *clarity* is the word — the student cannot question the computer as he can a teacher. The program must have sound instructional design and must be functional as a teaching tool.

6. Are *instructions* simple and to the point? Short instructions relating to limited functions are more effective than long and complicated instructions, which may divert the student's attention from the program to trying to understand the instructions. The vocabulary must also be appropriately simple.

7. Are *creativity* and *individual thinking* encouraged by the program? MIT computer scientist Joseph Weizenbaum seriously questions the use of computers with children under the tenth grade. He opposes the use of the computer as a substitute for the "real things one discovers oneself" and fears that logical scientific thought processes (Papert — Logo) interfere with a child's power of imagination.

8. Is *feedback* on student responses delivered in a positive, nondegrading manner? Generous praise and rewards for *correct* answers should be provided and reinforcement should be positive. How does the program react to incorrect answers? Does it help the student learn from his mistakes?

9. Is a *report* of student progress provided? Teachers and students need progress reports to assess the work for strengths and weaknesses. From this report, the teacher is able to provide additional help if necessary.

10. Look at the *accuracy of content* — is the program grammatically correct, free of spelling errors? Again we meet the problem of ability differences between Israeli students of English as a Foreign Language and Americans learning in their "mother tongue": terminology (slang) which is easy for American children is confusing for Israelis.

Other Concerns

— Operating *instructions and teaching manuals*, reproducable materials and Teachers' guides are supplied with most software programs. Are they well-organized and easy to understand with key information available and clearly stated?

— Is the program *reliable* in normal use? Does it contain material that will become outdated? Is it suitable for a wide range of learning situations? Software programs on specific topics or skills are available — spelling, reading, grammar, comprehension etc. — is this what you need? Or would more broadly based programs be more useful?

— Are the screen *layout and design* effective and suitable? Are color, line, graphics and music appropriate for instructional reasons? Is the on-screen print clear and easy to read?

This evaluation should be made after a thorough visual inspection of the software instructional screen. Editing and field testing are recommended in order to evaluate the suitability of educational software programs for use in instructional programs before submitting it to Israeli students. The search for meaningful learning activities is a never-ending one for any teacher. The questions above constitute a general guide for the practitioner responsible for evaluating software.

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USING "QUEST" FOR COMPUTER-AIDED ENGLISH TEACHING

by *Jimmy Backer*
Har V'gai Regional High School

Recently the kibbutzim of the Upper Galilee Regional Council decided to begin standardizing the use of micro-computers in the regional schools and in the settlements. Most new purchases will be of the IBM-PC and a regional department, LOGAL (Lomdat HaGalil), was created to develop the use of these computers.

Unfortunately, there is little ready-made material that can be used on the IBM PC for teaching/learning English as a foreign language. Thus, the English teachers are forced to start from scratch in programming their own material. The programming tool provided by LOGAL is "QUEST", a high level authoring language with powerful graphics and highly interactive screen. Since 1985 I have been putting together computerized review units for my eighth grade class at Har V'Gai Regional High School. Each unit is presented to pupils working in pairs and will fill a 45 minute period.

These units are based on the vocabulary and the grammar of television material. So far I have completed three units for "Crime and the Law" and one unit for "Nikkolina". The units include traditional grammar drills, contextualized grammar and vocabulary exercises, transformational grammar work, skills development, construction of paragraphs and stories, and various communicative exercises. The units include material of various levels, although the target group is A/B level classes. On the technical level, the format of most of the programs is multiple-choice, although some of the programs call for input of single numbers or single words. While QUEST can handle longer inputs, I assume that the time spent searching for the keys would be better spent in other activities. Also, the high probability of an unintentional typing error makes long input dubious.

The response of the pupils has been very positive. In fact the pupils in the other eighth grade classes have demanded computer work as well. In addition, the teachers have used the material as review work for weaker ninth and tenth grade classes, since nothing outwardly identifies the material as belonging to the eighth grade.

Despite my general satisfaction with using QUEST on the IBM-PC's, I would like to point out two problems which are probably typical for all isolated programmers. First, the lack of standardization of both hardware and software in Israel diminishes the potential of my work and creates duplication of effort. Second, my geographical location makes team-work on a larger scale fairly difficult, thus lowering the methodological quality of my work. While I applaud Tamar Feuerstein's work in organizing and standardizing computer-aided English teaching, I still find myself isolated in the Upper Galilee using QUEST.

My material is available through LOGAL at the Upper Galilee Regional Council in Kiryat Shmonah. It must be used with a QUEST-LEARN disk. This disk can be operated on the various IBM-compatible systems. Please contact LOGAL (Tel: 069-45659) for more information.

CAI: THE HADAR PROJECT

by *Gila Schwimmer*

The pupil learns and practises by means of an interactive, interesting, and highly motivating tool at his own level and pace. The Project provides the teacher with a tool for getting a full diagnosis of the pupils' work, including error analysis, progress, and relation to the rest of the class.

The courseware is based on the theory of Mastery Learning as developed by Professor B.S. Bloom of Chicago University. Consequently, the material is divided into small units. Each unit is a stepping stone for the next one, so continuity is maintained throughout the program.

The Project contains 15 diskettes starting from teaching the ABC. This Project is aimed at beginners and therefore presents the material at a basic level.

The D Series Diskettes

The D Series is intended for pupils who are just learning to read and who are slightly familiar with the alphabet. The lessons are based on the association of the first letter of a word with a matching picture. This gives the pupil preliminary practice in reading and serves as an introduction to elementary phonics. Sounds and words are associated with each letter of the alphabet. At this stage the pupil is not expected to spell and responds by typing the first letter or number of the answer. Colourful pictures help to make the words understandable to the beginner and to reinforce the association with the word.

The Series uses 65 words which have been specially selected for their associative value. A list of these words appears in the glossary for the D Series Diskettes.

All Hadar coureware programs are suitable for Apple IIe or IIc. More information is available from Hadar, 76 Rothschild Street, Rishon Le-Zion.

LANGUAGE ACQUISITION THEORY AND COMPUTER-AIDED INSTRUCTION

by *Laura Schoffman*
Habsor Regional School

As an English coordinator, I must evaluate what the computer offers the English teachers. This is hard to do on an empirical basis. I might judge a specific computer program in more or less the same way that I judge a textbook or a teaching program / video / series / tape / or other teaching aid, by the relatively simple criteria of suitability to a specific class and the specific program decided on for that class. But we are not only dealing with a given computer program. We are presented with an authoring program, and told that we can put anything we want (within limits) into the computer. And just what is it that we want? This question is urgent, because programs are now being developed; they are not yet ready-made. We have the chance — nay, the obligation — to participate in this development. The amount of time, energy, thought, and creativity involved in writing a fifteen-minute unit for a computer, even with the choices limited to what the authoring language permits, is too great to waste on a single class or even a single school. We need cooperation. And once again, we must agree on what we want to cooperate on.

Stephen Krashen, in his book *Principles and Practice in Second Language Acquisition*, has offered a theory which is more or less accepted in everything else I have read. I would like to try to apply this theory to the problems we are facing in integrating computers into our teaching practice.

When we approach Krashen's theory, we must bear in mind that it essentially deals with a second rather than a foreign language, and considers mostly highly motivated post-adolescents rather than the pre-pubescents and adolescents that are central to our own concerns. On the other hand, as members of a small language community, our students need a good command of another language and, what is more, are aware of this need. Krashen suggests a theory based on five hypotheses:

1. *Distinction Between Learning and Acquisition*

Acquisition is a slow, subconscious, long-term, long-lasting process. The same neurological "Language Acquisition Device" that enables us to acquire our first language is active (in adults as well as children), and it is this device that generates output and provides fluency in the second language. The process of acquisition centers on meaning, and is not affected by error correction. *Learning* is conscious, short-term, and relatively quick. Error correction is helpful for deducing rules. Learning concentrates on form.

2. *Natural Order Hypothesis*

As an outcome of linguistic research, mainly on acquirers of English, Krashen proposes that acquirers of a language tend to acquire certain structures before others. The order differs slightly, but is not dependent on the first language.

3. *Monitor Hypothesis*

Krashen postulates an inbuilt editor which stems from learning and acts on acquisition-generated language, either before or after utterance or writing. He suggests that the monitor operates, with individual variations, only if there is enough time, the producer is focused on form, and the rule is known.

4. *Input Hypothesis*

This is an attempt to postulate *how* we acquire languages. Krashen suggests, as a necessary *but not sufficient* condition for acquisition, that we get comprehensible input when we are focused on meaning and not on form. This input must include language that is slightly beyond the current level of acquisition of each student.

5. *Affective Filter Hypothesis*

Pointing out that we acquire better when we have high motivation, low anxiety, and self-confidence, Krashen suggests that situations that cause stress serve as a filter between the input and the Language/Acquisition Device, and reduce intake.

This is, of course, a gross oversimplification of what Krashen says, but further elaboration here is not to the point.

Three aspects of the theory, in my opinion, are an elegant formularization of teacher experience. *The Affective Filter Hypothesis* is essentially something we have always known. When we speak of "teaching not testing", we have this in mind. The idea is not revolutionary. *The Acquisition/Learning Distinction* and the *Monitor Hypothesis* are a bit more difficult to swallow.

The Natural Order Hypothesis seems to explain why so "simple" a thing as the third person "s" in the Present Simple is so easy to learn and so difficult to master. Krashen himself has retreated from the idea that we should teach in accordance with this natural order.

The Input Hypothesis is the least satisfying. This, perhaps, is because it is, as Krashen points out, a necessary but not a sufficient condition for acquisition. The idea that a primary function of the teacher is to make the input comprehensible is helpful, but also not sufficient. We would much prefer to think in terms of intake and output. Here, I believe, is where the distinction between second- and foreign-language learning and teaching becomes most salient.

Computer programs, like all programmed learning, have their roots in Skinnerian Operative Conditioning theory. The idea is that the material to be learned is broken down into very small items, which are learned incrementally. The aim of the original teaching programs was to teach someone to do something. They were first made to teach business procedures or mechanical routines. The use of the computer as a teaching machine enabled the programmer to write more sophisticated programs, which permitted loops for remedial work and adjustment for individual learning speed. Since the program is based on the idea that there is one correct answer, or at most a limited and foreseeable number of answers, programmed learning is applicable primarily to those subjects where the subject matter is clear enough to be broken down into "frames", or where there is no difficulty in limiting the acceptable answers. Since a foreign language is not one of these subjects, we arrived at *Computer Aided Instruction* (CAI). CAI does not pretend to teach the subject. It is meant to be a teaching aid for practice and testing. This is further limited (on the computers available in the schools) to what Widdowson (1978) calls 'the written mode", although this is a technical rather than an intrinsic limitation. There are further temporary limitations: scheduling; the current availability of programs for specific Grades; technical breakdowns; single-case printing for the sixth-grade programs (SEMEL); and many more problems.

In spite of all these limitations, the computers have something to offer. First of all: student motivation. Everyone who is currently using computers reports that the students look forward to the lessons, and cancellation of such a lesson is disappointing. Working on computers is prestigeous. The computer gives the student its undivided attention, and does not put him "on the defensive" (if he is not aware of the monitoring that may or may not be going on). The computer insists on accuracy. The single case (capitals only) is a problem, but at least we get awareness of puctuation. Accuracy may not be a primary aim of the English teacher, but it is a general educational objective.

The actual teaching material in the programs that I have seen (SEMEL) is keyed to TV materials. The student is presented with a passage. He is expected to pick out the examples of the item being taught. He is expected to be able to manipulate it at various levels: recognition, translation, reproduction, production. He is asked to order the words in a jumbled sentence, and the sentences in a jumbled passage. There are flash cards, word finds, crosswords, and dominoes. The student's aim is assumed to be the mastery of the material given in the classroom. If this is meaningful for him, then we cannot complain to the programmers.

However, if we wish to apply the theory to evaluate the use of computers, we must ask ourselves a few questions and try to answer them:

1. *Are we aiming at acquisition or learning/monitor use*? Krashen suggests that the Monitor is formed after the child has passed the Piagetian stage of Formal Operations. Thus we might expect that in the eight years of English study, we devote the first three or four years to acquisition, and introduce emphasis on grammar and analysis only in the upper grades (and the better classes). It might be wise to work a bit more closely to the syllabus for Hebrew language, teaching parts of speech only after they have the concepts from Hebrew, for example.

2. *What is our attitude toward drills*? We must differentiate between drill as a mechanical response, and practice where the learner is providing his own input. The difference here is the internal "set" of the learner. This becomes a question of: how meaningful is what he is trying to get into his head? I suggest that, beyond the intrinsic meaning of the target language, there is the meaningful aim of succeeding in the school task. Class drill, with its high level of exposure to criticism, may often be stressful enough to be counterproductive. But I believe that real practice is essential.

3. Krashen claims that *acquisition takes place when we are concentrated on*

meaning rather than structure. What is meaningful? We have no answer for this. Teaching is an art, not a science. Making things meaningful is what the good teacher does.

Now we are ready to draw up the balance sheet:

1. Motivation: *Yes.*

At the moment, the computers are motivating.

2. Affective Filter: *Depends.*

This is a question of what we want. The SEMEL system can give the teacher a printout of each item the learner does, except for games. If the learner is aware of this, he will feel the pressure. If we keep it a secret, the learner can work much more freely. The optimal situation would allow the student to control the supervision, that is, to practice until he asks to be tested — and even then to keep the pressure down.

3. Not grammatically sequenced: *No.*

The program does not fulfill this condition. However, the addition of a few games for the student who finishes quickly can be of some help.

4. Large quantity of input: *Yes.*

The actual amount is not large, but the interaction is intense. Hopefully, we get a larger proportion of intake than in the classroom, where the student can sit back and let the class activities stream past him.

5. No error correction: *No.*

Not applicable; the computer does not permit either errors or mistakes. Here we have the conflict between the basic assumptions of Operative Conditioning and Krashen's theory. We must chalk this item up to learning, and not to acquiring.

6. Comprehensible input: *Yes.*

The student may find it a bit too comprehensible to be challenging. This is, however, a question of adding options to the program.

7. Slightly beyond current states of acquisition: *No.*

The learner is not expected to get new input. He is expected to practice what he already knows.

8. Concentration on meaning and not on form: *No.*

The focus is on form.

On the whole, we can conclude that the computer is an aid for learning and not for acquisition. This is not surprising, since the programs are designed to consolidate learning, not to teach new material. If our aim is solely acquisition, then the programs as they are currently constructed are of minimal value. But we are also teaching for monitor construction.

The computer, however, is a machine, not a program. Assuming access to the machines, I would like to suggest some uses that the teacher may find helpful in teaching for acquisition:

1. The computer is a wonderful device for *keeping records*. It can offer us a solution for keeping track of individual reading, when the reader is still limited to a given library of books: for instance, graded readers. The student could take a book from the school library and, when he finishes, get a short multiple-choice test from the computer. If he correctly answers four of the five short-answer questions that the computer presents from the ten in its memory, the computer will register that he has read the book, and enter this in his individual record. This record can be cumulative over his whole school career.
2. If we are working on *individualized instruction, testing* of a task can be left to the computer.
3. *The learner can set himself a task* — spelling practice, for instance — and check himself at the next session. Such a program is available. It is not, however, tied in to the record keeping.

All this demands work on the part of the teachers. It is not something one can do alone. If each teacher wrote ten short-answer questions for five graded Readers, we could pool our resources and cover the average library of such material with ease.

Computers, then, are not a panacea; they are an aid. They are useful not only for direct practice but can free the teacher from book-keeping tasks for more creative and innovative teaching. It is up to us to make our demands on the programmers — and the sooner the better.

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PAPERS PRESENTED AT
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(Second selection)

EFL FOR THE WEAKEST

by *Raphael Gefen*, Ministry of Education & Culture

Some years ago, after a series of discussions with Israeli teachers in various parts of the country, I was able to draw up some ideas for a differential syllabus for weak learners; these draft proposals were generally accepted among teachers — but what is the use of a syllabus without a textbook or other kind of teaching material? The answer is not "none", because a syllabus even without a textbook can guide didactic techniques and determine objectives, but a teacher cannot rely continuously on impromptu material he or she prepares — teachers do not have the time or the resources or an unending supply of new ideas, and the pupils in any case do not regard a subject as "serious" unless there is a textbook, the pages of which they can turn and so have the feeling, illusory as it may be, of "progress". Thank goodness that, although TV has taken over the home (unless it is a very religious household or the parents are able to enforce "TV rationing"), the book is still firmly in control in the classroom.

However, writing a textbook incorporating these ideas of a differential syllabus was a different matter entirely: what few draft materials were produced proved to be simpler versions of traditional syllabuses. In other words, the textbook writers for weak pupils produced grammatically-based material, where the main activity of the pupil was once again structural drill. In my opinion, one of the characteristics of this weak learner is his inability to think grammatically, to grasp the abstract concepts underlying grammatical distinctions, especially where the foreign language differs in its structure from the mother tongue (even the elementary distinction between the Present Simple and the Present Continuous or the non-existence in Semitic languages of the present tense of the verb TO BE), let alone to be able to generate his own sentences based on a grammatical model; so any textbook, however slow its grading, which highlights grammar, was, I feel, on the wrong path. As for the actual content of these materials, here again they were either childish (the worst possible sin is to supply the weak learner of 14 with contents appropriate to the age of 10 or so), or culturally-inappropriate. I refer, for example, to the NETA booklets produced at the Education Department of Tel Aviv University and meant for Grade 8, which were written in comic-strip form and ended up with some weak joke or another. These booklets were presumably based on an American model used for illiterate adults in the USA but were totally unsuitable for 14 year-olds from a socially-disadvantaged background in Israel — both the comic-strip style and the feeble jokes.

Clearly then, producing a syllabus and producing teaching materials for these weak learners are projects which run contrary to accepted ideas and which cannot really benefit from the experience and the practice of other countries. Even academic research projects and psycholinguistic investigations seem not to have been attracted to the weak learner. Many studies have been undertaken of the "Good Language Learner" — where are the studies of the "Poor Language Learner"? In fact, in originally working out my thoughts on the characteristics of the Weak Language Learner, I started by simple reversing the research findings of the characteristics of the Good Language Learner. I did this in particular with the Studies of Rubin and especially of H H Stern in Ontario. Thus, a major problem here in Israel for English teaching is the compulsory universality of TEFL at school — everyone learns English, even the weakest. Even in "Special Education", very many schools include English in their curriculum — for prestige reasons mainly. Even in the lowest level classes of day-release schools for young workers, a minimum programme of English is offered — not a compulsory subject, but Principals of these schools have told me more than once (in pleading for suitable learning material) that if English were not in the curriculum their students would not bother to come to classes at all!

It is therefore with great hopes that teachers are looking forward to the forthcoming material by the two-teacher team in Jerusalem, Mrs Brenda Liptz and Mrs Rivka Horowitz, and hope it will answer the needs of these weak learners. They are working on material that is relevant to adolescents (15–16 year-olds in this case) and, hopefully, will give them some experience of success in learning. Similar material (for lower intermediate level learners) is also being prepared by Mrs Hazel Camron.

Able and Less-Able Learners

The first task involved in developing a differential syllabus is to define one's population, so in a rather vague and nebulous fashion I have suggested on a number of occasions and in articles a rough-and-ready division into four or five categories. The first category is that of the VERY ABLE LEARNER — that not-so-rare specimen who merely requires of a teacher that he be an informant, a "suggester", a "knower", a clarifier, a supplier of books etc — the problem here too often is that the teacher either does not recognize this pupil for what he is and so slows him or her down and forces him into accepted learning procedures or does not have the time to attend to him in a crowded classroom. Only too often, instead of becoming a potential teacher's aide, this type of pupil becomes a bother and a disturbing element in class. Most high school pupils, however, can be divided into ABLE and LESS ABLE LEARNERS. The point I wish to make in categorizing these types is first to claim that any final decision to define a pupil as ABLE or LESS-ABLE should not be undertaken too early. Many weak pupils are not LESS-ABLE (i.e. poor language aptitude) but LATE STARTERS or LATE BLOOMERS: I know some primary school teachers who, already in the first year of learning English (Grade 4 or 5) wish to break up a class into two or three ability groups, separate classes, and this after a few months of learning the language. We know, as experienced teachers, that once a child is put into a slower learning framework, he tends to stay there! However, by the age of 14 or so, after 3–4 years of study (Grades 8 or 9), it is clear where a pupil fits — the "late starters" will have revealed themselves by then and will have been catching up with their ABLE colleagues. Sometimes a late starter even suddenly appears in Grade 8 or 9, where a change of attitude to the Foreign Language leads to motivation and thus to achievements. It is always worthwhile consulting with other teachers before deciding that a pupil is Less Able — if he is good in other subjects but weak just in English, the reason might not be poor Language Learning aptitude but something emotional, attitudinal.

The other point I wish to make about LESS-ABLE pupils is to refer back to one or two remarks I made in my keynote address at this Conference — many teachers seem to downplay their pupils' abilities, in other words to treat ABLE pupils as if they were LESS-ABLE, to spoonfeed them, not to provide them with linguistic and intellectual challenges. Yet other teachers have such high expectations that they treat their LESS-ABLE pupils as if they were unteachable, since for these teachers it is all or nothing. LESS-ABLE still means being able to learn, if the syllabus is appropriate.

Undoubtedly, there are very many LESS-ABLE pupils in schools, and they do require a differential syllabus, since they cannot learn in the same way or at the same level or with the same objectives as their ABLE fellows. One of the features of this differential syllabus, which I shall spell out in more detail in a few moments, is the greater stress on the RECEPTIVE SKILLS of READING COMPREHENSION and LISTENING COMPREHENSION, whereas the ABLE pupils will also devote considerable time and energy to the PRODUCTIVE SKILLS. In this connection, I have also tried to define a further category, provisionally called "LEAST-ABLE", where the main stress is on LISTENING COMPREHENSION rather than on READING COMPREHENSION. My contention is that these very weak pupils DO NOT READ — how can we demand that they read in the foreign language when they do not do so in their mother tongue? By "do not read", I do not mean "cannot read" of course, and they are able to read short pieces etc, but usually not more. On the other hand, they are not short on LISTENING — and what few trials I have made with these LEAST-ABLE pupils seem to indicate that their LISTENING COMPREHENSION in the foreign language is far superior to their READING COMPREHENSION — I mean following oral instructions, identifying pictures, and other tasks which do not require an oral or a written response — so I would suggest that the main stress for these LEAST-ABLE pupils should be on Listening Comprehension, with nonverbal responses or responses in the mother tongue.

There is also, I regret to say, one last category which fits into this paradigm and for lack of a more felicitous term can be called "UNABLE". These are pupils totally lacking in foreign-language-aptitude (and undoubtedly very weak in mother-tongue skills also), who cause teachers untold worry and heartache. Given the compulsory nature of foreign language study in Israeli schools, they are with us. These pupils reached their plateau in foreign language learning very long before they reached high school and what little knowledge they have has long been fossilized.

Variables for language Learning

Given this paradigm, and clearly restricting our attention to the LESS-ABLE and LEAST-ABLE learners, we find that the customary variables for determining success in language learning apply here also. These variables are firstly INTELLIGENCE — by and large, the more intelligent the pupil the better his language learning. Teachers sometimes complain that the texts and questions in our final school-leaving examination (the Bagrut) test not only language proficiency but also "intelligence" or "logical thinking". The only answer I can give them is that, at that end-of-high-school level at least, "proficiency" without "intelligence" can only mean "linguistic" questions of a grammatical or lexical nature; a comprehension question must by its very nature involve certain cognitive strategies and logical analysis. The very borderline between language and intelligence with normal people is indeterminate — many psychologists and linguists, especially of the Chomskyan school, in effect deny the difference. Even 20 years ago the old-school American Structuralist Hockett accused Chomsky not merely of "psychologizing linguistics", but of "linguisticizing psychology" — in other words, of making intelligence a function of language rather than the other way round. We cannot, I suppose, do very much with the I.Q. of our pupils and must produce a syllabus and materials for these weaker pupils that do not demand too much intellectually. This is the first constraint.

Secondly, we have a specific LANGUAGE APTITUDE, which is probably not the same as Intelligence (despite the debate about "linguisticizing psychology" mentioned above) although as I said just now the two usually coincide. We do occasionally have the case of the intelligent pupil who has a "language block" (usually in the science stream of a high school). By definition, the LESS-ABLE pupil does not possess this specific Language aptitude, although we do find a pupil whose intelligence leaves much to be desired and who is weak in other subjects — but he is good at English! The reason generally lies outside the classroom — his family, his trips abroad, sometimes his hobbies (I am thinking of a particular pupil whose one passion in life — at that time at least when I was his teacher — was making model aeroplanes and so to read the very complex instructions in English); I suppose this is a case of Krashen's ACQUISITION as against LEARNING.

Thirdly, we have ATTITUDE as a variable. Whereas Intelligence and Aptitude are more or less fixed (I am aware of the arguments about whether Intelligence is fixed, genetic, environmental etc, but here we are dealing with secondary school pupils, by which age it probably is fixed), ATTITUDE, by its very nature, is a "mobile variable". Given a positive attitude to the language, to the teacher, to the atmosphere in the English classroom, to the type of activities undertaken in the classroom, to the teacher's own attitude to the potential of the weak learner, perhaps even to the time of the day when the English lesson takes place — even the very weak pupils can attain far more than might otherwise be considered possible. And linked to Attitude is the fourth variable — MOTIVATION. Help a pupil to find some kind of motivation for learning the foreign language (even just being able to follow instructions for making model aeroplanes or being able to understand some favourite TV programme from abroad or to mix with young tourists or volunteers) and achievements in foreign language learning will be enhanced.

A Differential Syllabus

In terms, then, of a differential syllabus, I would suggest the following overall criteria (for a more detailed analysis of the comparison between the Good Language Learner and the poor one, I would refer you to articles on the subject in the ENGLISH TEACHERS' JOURNAL and to the anthology "TEACHING ENGLISH TO LESS-ABLE LEARNERS", published by the Ministry of Education, in which various teachers have expressed their views on the subject and given details of their own experiences).

The first criterion is the stress on RECEPTIVE rather than PRODUCTIVE skills which I mentioned earlier. The type of reading we should do with these pupils is the type they do in the mother tongue—which is not chapters in textbooks, longish articles or literary texts, but short paragraphs as in a newspaper (including anecdotes), newspaper headlines, public notices, advertisements, catalogues, instructions, directories, timetables, road signs, shop signs and names and addresses. (Once and only once, I gave an assignment to a class of ABLE students to write down all the mistakes in English they found in these shop sings and road signs. I was too embarrassed ever to try it again). But what they read should still be non-trivial in nature. The English class is a very important source of general education and culture. For the LEAST-ABLE pupils, perhaps we should limit ourselves to their "knowing their letters", being able to read addresses, labels on packages, titles of books, road signs and shop signs. It is LISTENING COMPREHENSION which should be stressed more — for all pupils but especially for these weak learners. I quote from Pimsleur and Quinn's book "The Psychology of Second Language Learning": "...there may be little connection between a person's level of achievement in Listening Comprehension and his skill in speech: complete ease of comprehension may be accompanied by a total inability to say anything... All of this tends to suggest that Listening Comprehension may be the key fundamental skill that has not been adequately understood." For these weak learners, therefore, Listening Comprehension has a special significance and the weakest among them (the LEAST ABLE ones) are more likely to be EAR-LEARNERS rather than EYE-LEARNERS, since they read very little in any language. As I mentioned earlier, the responses can be either actions or answers in the mother-tongue, or very simple English, such as "yes" or "no". They can show in Hebrew or Arabic that they have understood English.

Of course, they want to be able to "speak" English, if only for prestige reasons and because they too subscribe to the half-truth that "knowing" a language means "speaking" it. I suggest that their speech inventory should consist of a series of stereotyped phrases as in a tourist phrase book and a number of very short meaningful dialogues. It should be clear to us as teachers, however, that their speech competence is mainly for their self image and is not central to their differential syllabus. The same goes for Writing — writing is for memorization purposes (new words or phrases — never more than one sentence — should all be written down). They should also be able to write down their personal data.

The second criterion for this differential syllabus is: teach VOCABULARY not GRAMMAR. Even if a grammatical form is taught (for example, a past form of a given verb), it is taught as an isolated lexical item not as an exemplification of a rule; only tokens not types. I would not fix a target for vocabulary — as much as possible and in any case it is RECOGNITION vocabulary we seek to impart, not PRODUCTIVE — but I suggest that we draw up a core vocabulary list for each grade level, just to make sure that those important items at least are familiar to these weak learners. Naturally, this vocabulary is taught within the context of relevant meaningful situations, but from my experience it should be taught DEDUCTIVELY to these pupils — by which I mean teaching the new words and phrases in advance of the various classroom activities the function of which is to reinforce the learning objective of the lesson. INDUCTIVE learning is fine for the ABLE learner, but the weak learner wishes to know in advance what he is expected to learn and has not got the span of attention or interest to discover for himself from the text: when faced with new material in the text he gives up and does not employ those wonderful strategies of contextual guessing etc we fondly hope that Able pupils use.

In many ways, this programme parallels those of the Council of Europe — the THRESHOLD LEVEL and the WAYSTAGE LEVEL, which also contain lists of situations and lists of vocabulary — but they stress speech rather than Receptive skills. They purport to be based on the Functional-Notional approach (which will certainly confuse weak learners and be even less useful than a grammatical syllabus), but in reality both the Threshold and the Waystage levels merely teach vocabulary in relevant situations and not "functions" and "notions".

The third criterion is the unashamed use of the mother tongue. These learners cannot learn English in English — it is asking too much of them. I refer to the "teaching stage" of a lesson, the presentation of new material, where these weak learners have to make the necessary contrasts with the mother tongue — they cannot work otherwise. They will never really grasp those aspects of English which have no uncomplicated translation equivalent in Hebrew or Arabic — and if they say "I drink a cup of coffee now" when they should use (or be using) the Present Continuous, then thank goodness for small mercies. Be happy that they are expressing themselves somehow. Too much attention is paid anyway to the Present Continuous, a relatively infrequent structure in English which is overtaught and consequently over-used. We will also find that this "bilingual approach" (it is not really "translation", since we are not after precise formulations) not only helps the pupil understand the foreign language, but in many cases will enhance his proficiency in his mother tongue — there are many items he will come across in English which he did not know in Hebrew or Arabic or had only a vague idea of their meaning.

A fourth criterion is to pay more attention to non-intellectual means of teaching. We are all familiar these days with certain neurolinguistic insights into language learning, which practising teachers have known intuitively for generations. I refer to Krashen's distinction between ACQUISITION and LEARNING. While certainly not accepting his rigid distinction between them and especially his dogmatic and unfounded assertion that what is learnt formally (in school) cannot become part of one's free natural expression (Acquisition) — although of late he seems to have modified these extreme views — there appears to be an important difference between the right and the left hemispheres of the brain (there have been some interesting programmes on Israel TV on the subject of THE BRAIN recently which stressed this point) — and the best way of teaching, therefore, would appear to be to aim at both — the left hemisphere for intellectual and verbal teaching and the right hemisphere for the visual (so, use TV, pictures and realia), the kinetic (so, get them to use their hands — write down the new words!) and the emotional (so, use role-play, songs, games etc). These weak learners will, I hope, find that having the right hemisphere stimulated by these nonverbal and nonintellectual pursuits will improve their performance in English.

Give Them a Feeling of Success — Enhance their Self-Image!

In conclusion, therefore, we have a large number of pupils (who in other countries are excused the task of learning a foreign language), who have a limited memory span, who have difficulty in learning by analogy let alone by analysis, who cannot apply rules even if they are taught them and drilled in their use, who cannot generalize or creatively re-use words or structures, and who have a high rate of forgetting. Nevertheless, they do have some ability in the Receptive Skills and in learning a recognition vocabulary when taught deductively via their mother tongue and via appropriate "Acquisition" techniques. However, what is just as important is their constant need for a feeling of success, an atmosphere of encouragement in which teachers do not correct errors all the time and in which they need to be convinced that their teachers have faith in their ability to learn: they are no longer doomed to failure. Their anxiety level will be lowered, to paraphrase Krashen, and they will at last have an experience of success in learning English, that most prestigious of subjects. To do all this, they should, I think, learn in a homogeneous framework, not in mixed heterogeneous classes together with their ABLE fellows (I repeat, I am speaking of high school pupils only), which in Israel today is not always an attainable programme both because of budgeting problems and also because of the currently popular climate of opinion, which points out the social problems involved in streaming, together with other arguments of a psychological and educational nature. I suppose one must wait for the next swing of the pendulum.

EVALUATION IN THE LANGUAGE CLASSROOM

by *Ian Seaton*, The British Council

(paper presented at The Jerusalem TEFL Conference, 1985)

1. Quizzes, tests, exams, and other assessment procedures (from now on referred to generically as 'tests') are crucial in determining three important aspects of language learning in the classroom: 'tests' affect motivation to learn, perceptions of success or failure of learning, and who controls the learning.

And herein lies temptation. Teachers (and their trainers, counsellors, etc.) can be tempted to use tests to enforce an extrinsic motivation, to prescribe and publicise success (or, more often, failure) and to ensure classes know who is in charge. Yielding to this temptation results in a certain kind of classroom and a certain kind of teacher as well, often one who is isolated from both learners and colleagues. Clearly, public education must be publicly accountable; teachers are paid to be expert and professional and as such they should retain a kind of control and the function of assessment. They should, however, take the opportunity that 'tests' can offer to involve learners more in the progression and direction of their learning, to discover more about how a class or group or individual sets about the business of learning. Taking this opportunity can change the classroom, socialising both it and the staffroom.

Unfortunately, the school environment, with large classes, inadequate preparation time, rigid timetables and a lack of physical resources (lockable cupboards, paper, copying facilities etc.), is often set up to encourage temptation and deny opportunity. Any programme to improve evaluation, therefore, has to be long-term, has to move in the direction of creating workshops or learning centres alongside regular classrooms and has to derive support from active and confident teachers' associations.

2. Perhaps the first issue to be clarified in developing evaluation is just what 'tests' can or cannot do. Because 'tests' use particular techniques (cloze types, multiple-choice, rewrite and other sorts of items) to measure performance and particular statistics to validate the measurement (indices of reliability, norm referencing, analyses of variance, etc.), teachers often regard 'tests' as exact and precise measures. This view is reinforced because important public 'tests' and 'tests' used for academic research are usually carefully developed and validated by specialists. Teachers therefore borrow the techniques, though less often the statistical treatment, and assume that accuracy of measurement follows automatically. Not only is this an obviously false assumption but it does not take account of current thinking in language testing research.

Current thinking emphasises that 'tests' can have all kinds of hidden and unintended bias which distort results; that results may be valid and meaningful for the sample of learners the 'test' was made for but not for any general application; that even 'tests' with high reliablility have errors of measurement which can mean that a score of 46 is not better than 45 or worse than 47 but merely within a possible range between 34 and 58. There is also less confidence that there is one best type of item or that one 'test' given once can give complete information on what is being tested.

What are the implications of all this for the teachers? Clearly they should never merely borrow techniques to make their 'tests' look test-like but, more than this, they should become more sceptical of scores and reporting results in figures. They should try to vary the procedures they use to evaluate learning, achievement or proficiency; they should try to report profiles of results; they should perhaps be less concerned to produce objectively scoreable items but, together with other teachers, try to make their subjective assessment more systematic and reliable.

3. A second issue to be clarified has to do with the connection between teaching and learning. Here published syllabuses, explicit teaching methods, professionally-produced course books and teachers' own lesson plans make teaching appear organised, but is learning similarly organised? Certainly, organised input can increase the chances that whole classes may learn at least half what is taught in the way and sequence that it is taught. But is this 'learning' a short-term recognition and recall or a consolidated part of the language repertoire that the learner may actually use: something more long-term? What seems to be clear is that a host of variables intervenes between the teaching and the learning and that these variables combine in a unique way for each learner in the class. As with language testing, the issue is much less defined and understood than is implied by the techniques and procedures that have been created to deal with it.

What are the implications of this for the teacher? Essentially, that evaluation is much more than a sequence of teach-test-teach, often using similar methods for both processes. Teachers have to become much clearer about what they are testing. This involves particularly trying to assess 'short-term' and 'long-term' learning, distinguishing between achievement-performance and proficiency-performance, varying methods of assessment accordingly and planning a timetable of 'tests' that attempt to match the rhythm of learning.

4 If these two issues are so clarified (the above of course is just the briefest of sketches of what is involved) then teachers have broad directions to follow in developing their own evaluation procedures.

Directions from Language Testing Research seem to be: broadening categories of performance/ability, from numbers to levels, using a variety of 'tests' to build up a profile of a learner, being as clear as possible about what is being tested, taking good care in interpreting results, ensuring that assessment is based on as broad a consensus as possible and comparing the results from different 'tests'.

Directions from Learning Theory and Methodology seem to be: differentiating between short and longer term learning and between accuracy of control of the language and fluency in the use of the language, arranging the classroom and the 'lessons' in a way that allows individuals or groups to learn in their way and at their pace, devolving responsibility more to learners in the monitoring of learning and integrating the whole process of learning and evaluation more.

5. Teachers following such directions face major challenges. They are a profession of

doers in a field where neither theoretical constructs nor empirical evidence yet provide a firm base for their inevitable actions. All the more reason, however, to use their experience in the classroom to observe, record and consolidate that experience both sceptically and imaginatively and to build their own base. They are a profession of doers who are provided fewer and fewer resources for their job. And herein is a chicken and egg situation: which comes first, *the resources* to teach language in a humane not mechanical way and to observe and evaluate learning, not just check teaching or *the effort* itself. Common sense says it's both but effort first, and possibly only effort for quite a time.

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Suggestions

In order to give more immediate substance to the proposals for evaluation development, here are some ways of putting together a few of the necessary procedures.* It is important to remember that these are only suggestions; each group of teachers working on their own programme would develop their own versions.

1. *Test Description*

Teachers will need to be able to describe any 'tests' they come across both comprehensively and systematically in order to evaluate the use of the 'test'. These descriptions must use agreed terms and categories and must try to avoid value judgement and record basic facts about the 'test' being described. The suggested format allows the describer to write in each box in the first two sections just what the 'test' is for and how it fits in with the teaching programme. The describer has to tick boxes in sections three and four when he/she feels the test has the listed features or leave them blank if it has not.

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* All of these procedures assume that teachers are not working alone but in groups; this is a sine qua non of good 'test' and evaluation development.

2. *Stages of Test Planning*

A lot of teachers still only write down the actual 'test' itself. The planning and thinking (Blueprint) and the ways of scoring (Marking Key) often remain in their heads. The scores are often only written on the test scripts or in a record book and no further Data Analysis is done. All this means that vital design information about the 'test' is inaccessible to other teachers and at the mercy of individual memory. Any programme of development must record thinking and decisions at each of these four stages. This will allow the improvement of the 'test/s' over the years and indeed improve the validity and reliability of any test immediately by opening up decisions to scrutiny and discussion.

3. *Evaluation Timetable*

In order to ensure that their 'tests' are applied appropriately throughout the school year, teachers should develop evaluation time-tables. This should help in ensuring a proper mix of different kinds of assessment in order to build up a robust picture of individual or class progress. The suggested format is probably over-elaborate but attempts to show some of the main variables that can be combined for multiple-measure evaluation. Such a timetable would need careful monitoring and revision over the years but could contribute to an overall plan for the management of learning.

4. *Student Performance Profile*

This format fits the evaluation timetable above. The format reflects a concern to record scores for the different types of assessment and to give some a priori weighting to these different types. The levels of performance are not reported in numbers or percentages but in four broad categories which could be expanded and more fully described as the overall Evaluation Programme develops. Clearly, as with all these suggestions, such student profiles are more easily used in classrooms which are set up as learning centres (or workshops) where students have self-access to materials and activity and the teachers have the time to treat individual students.

5. *Syllabus — 'Test' Connections*

This photocopy from the contents page of a recent, very typical, EFL course book SNAP (Concari et al, Byrne, 1984, Heinemann) is included with my manuscript notes added on it to try and indicate in a (over) simple way how teachers could organise the content of their 'tests'. There is a useful distinction between achievement and proficiency assessment which might match other current distinctions between short and long term learning and between accuracy and fluency language performance. Again, tests should derive from different sources and assess different features of language ability to give full and fair pictures.

6. *Language Self-Assessment*

Self-assessment can help to reduce the threatening aspect of 'tests' as well as encouraging students to monitor and to take responsibility more for their own language performances. These questionnaires are taken from a number developed by Mats Oskarsson ("Approaches to Self-Assessment in FLL": M. Oskarsson, Pergamon, 1978). (See the following pages of this paper.)

7. *Learning Self-Assessment*

A teacher's evaluation programme should also include 'tests' of how students themselves approach the business of learning. Clearly, as with all tests but perhaps especially those trying to account for successful (or not) learning strategies and techniques, any 'results' should be carefully and undogmatically interpreted and used. This quiz is adapted from an article by Reiss ("Helping the Unsuccessful Learner", Forum, April 1983).

NAME OF TEST ______________________ DESCRIBED BY ______________________ DATE __________

1. Background to the Test

Info. sought?	What methods used?	Who designed?	How results presented?	How results used?

2. Administration of Test

New/known info. expected	Is it practical to give?	Are records kept?	Is it part of assessment plan?

3. Test type ☑ or ☐

Proficiency ☐	progress ☐	achievement ☐	diagnostic ☐	methods ☐
Part of ass. plan ☐	related to teaching prog. ☐	informal } method ☐ formal ☐		feedback to teaching prog. ☐

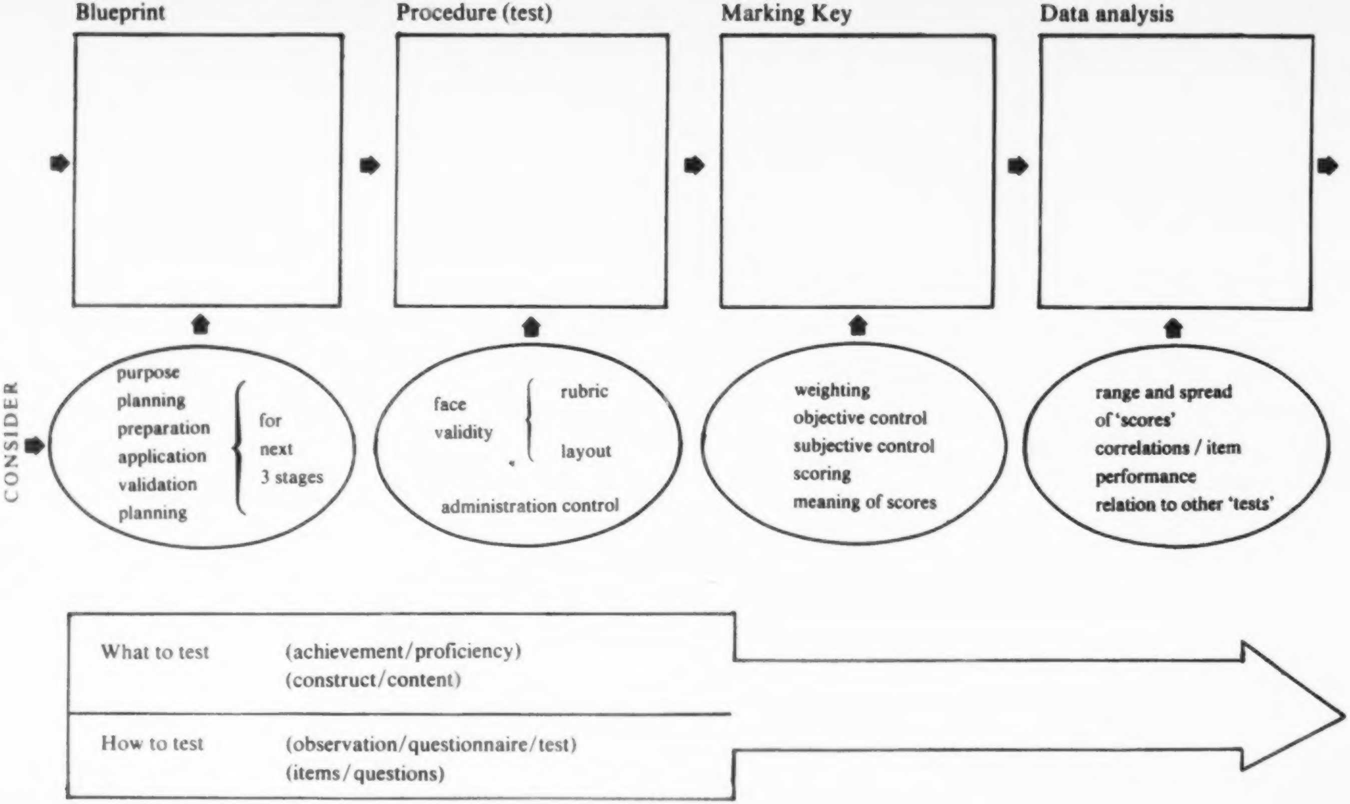
Comment

4. Test characteristics ☑ or ☐ **A. Validity** **B. Objective items** **C. Subjective items** **D. Analyses**

A Clear construct ☐	representative content ☐	good face ☐	concurrence established ☐	prediction checked ☐
B multiple choice ☐	true/false ☐	cloze ☐	restricted response ☐	measure values established
C interview ☐	essay/comp. ☐	observation ☐	task ☐	
D test analysed ☐	data presented ☐	reliability established ☐	development planned ☐	rater control ☐

WHAT FURTHER INFORMATION ABOUT TEST IS NEEDED?

STAGES OF TEST PLANNING



Blueprint

Procedure (test)

Marking Key

Data analysis

CONSIDER

purpose
planning
preparation
application
validation
planning
for next 3 stages

face validity
rubric
layout
administration control

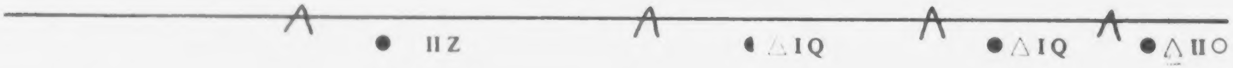
weighting
objective control
subjective control
scoring
meaning of scores

range and spread of 'scores'
correlations / item performance
relation to other 'tests'

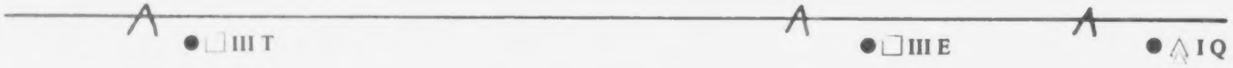
What to test	(achievement/proficiency) (construct/content)
How to test	(observation/questionnaire/test) (items/questions)

EVALUATION TIMETABLE

1st semester



2nd semester



key

● = whole class

◖ = part class

WHAT TESTED

= short term achievement
= long term achievement
□ = proficiency

WHO ASSESSES

I = student self
II = teacher
III = other teacher
IIII = teachers' test group

HOW (METHOD)

○ = observation
Q = questionnaire
Z = informal quiz
T = test
E = exam

STUDENT PERFORMANCE PROFILE

Name________________________________Class________________School________________

Evaluation Point	Result (1st semester)	Result ((2nd semester)
	1 ________________	5 ________________
	2 ________________	6 ________________
	3 ________________	7 ________________
	4 ________________	

OVERALL GRADE ☐

Agreed weighting for each Evaluation Point
according to type of evaluation used:

________ high
________ medium
________ low

Description of grade-levels:
A Excellent
B Good
C Average
D Poor

SNAP! Stage 2 Language Syllabus

Key: P1=Preview Item V=Verb N=Noun
AJ=Adjective AV=Adverb OP=Object Pronoun
RP=Relative Pronoun

TEST CONTENT?

Proficiency (summative)

Achievement ‘long term’

Achievement, ‘short term, formative?’

UNIT/TITLE	LESSON	COMMUNICATIVE AIMS/SKILLS	LANGUAGE FOR USE Structure and Vocabulary	LANGUAGE FOR RECOGNITION Structure and Vocabulary
1 THE SAFARI PARK	1	Exchanging greetings Accepting and refusing invitations	Outside How are you? I'm fine Very well thank you Can you come to-tomorrow Yes, thank you I'm sorry I can't Breakfast Lunch Tea Dinner Friend Age Wonderful (P1) Staying (P1)	Holland For (duration)
	2	Talking about possession Describing places	Our We've got Safari Park Station Shall I - (P1) Some. (P1)	It's nice to see you again How tall are you! I'll show you
	3	Giving information	These.Those Rhino Family Enormous Always (P1)	Like to Aren't its eyes big? All kinds of
	4	Reading Listening Speaking	Beautiful. Lovely Buffalo. Lake. Boot. Gorilla. Camel. Island. Corner, Crocodile Entrance. Exit Drive (V) Miss (V) Turn)	
2 THE MYNAH BIRD		Asking about habits	Do they-? Yes they do/No they don't Bird. Mynah bird. Eat Fruit Meat Fish(N) Leaves. Grass. Rice How do you spell it? About.	Imitate Other. Music Yippee!
	2	Asking about actions.	What are your doing? Look for. Cage Wolf Put on Trousers While Still. (AV) What for? To eat you	I'm just coming. Get on (the bus) Wait
	3	Offering to do something Accepting Asking about people identification	Shall I-? Who's this/that? Bench Cup	Take down Love Watch out!

Sample questionnaire for self-assessment at T-Level

[To be translated into the learner's native language]

Instruction: Imagine that you meet an English-speaking person from another country. He does not know anything about you and your country. Indicate your estimated command of the language by putting a cross in the appropriate box (*Yes* or No) for each statement.

---

1. I can tell him when and where I was born ☐ Yes ☐ No
2. I can spell my name in English. ☐ Yes ☐ No
3. I can describe my home to him. ☐ Yes ☐ No
4. I can tell him what kinds of food and drink I like and don't like. ☐ Yes ☐ No
5. I can tell him about my interests (hobbies, interests in general, etc.). ☐ Yes ☐ No
6. I can tell him what I usually read (kinds of books, newspapers, magazines, textbooks, etc.). ☐ Yes ☐ No
7. I can ask him what newspapers there are in his own country. ☐ Yes ☐ No
8. I can tell him what I do in my free time. ☐ Yes ☐ No
9. I can ask him how to get to a certain place by public transport. ☐ Yes ☐ No
10. I can tell him what I think of art galleries. ☐ Yes ☐ No
11. I can ask him about the price of a ticket for a certain football match. ☐ Yes ☐ No
12. I can tell him about things that might interest a tourist in my home region. ☐ Yes ☐ No
13. I can ask him questions about traffic-rules in his own country. ☐ Yes ☐ No
14. I can say something about social security in my country (old-age pensions, medical care, etc.). ☐ Yes ☐ No
15. I can tell him what sort of government we have in my country. ☐ Yes ☐ No
16. I can say something about my political views and tell him whether I support a political party. ☐ Yes ☐ No
17. I can tell him how I feel at the moment (if I am hungry, tired, ill, etc.). ☐ Yes ☐ No
18. I can ask him to help me arrange an appointment with a doctor. ☐ Yes ☐ No
19. I can tell him that I take medicine regularly. ☐ Yes ☐ No
20. I can tell him that I am tired and need some rest. ☐ Yes ☐ No
21. I can ask him to repeat slowly what he just said. ☐ Yes ☐ No
22. I can ask him about the pronunciation of a certain word. ☐ Yes ☐ No
23. I can ask him to characterize the climate in his country. ☐ Yes ☐ No
24. I can ask him if he knows the approximate price of a certain piece of clothing in his own country. ☐ Yes ☐ No
25. I can inform him about where he can have his car serviced. ☐ Yes ☐ No
26. I can ask him to ring me up some time. ☐ Yes ☐ No
27. I can ask him for his telephone number and give my own number. ☐ Yes ☐ No
28. I can tell him where he can change foreign money. ☐ Yes ☐ No
29. I can describe weather-conditions in the four seasons in my own country. ☐ Yes ☐ No
30. I can tell him where he can eat and drink. ☐ Yes ☐ No

Total number of crosses: ☐ Yes ☐ No

Evaluation: If your total number of Yes crosses is [25] or above, and if your judgment of your own language ability is fairly accurate, you are likely to have reached Threshold Level in English.

Instruction: Put a cross in the boxes corresponding to your estimated proficiency level, *NB* Only ONE cross for each skill.

LISTENING

Imagine that you are sitting watching an episode of an English TV series such as Father Brown, The Brothers, Family at War, etc. Suddenly the Swedish sub-titles disappear.

How much would you understand of what was said if the programme continued without any Swedish text?

Everything → ☐ 10
☐ 9
☐ 8
☐ 7
☐ 6
☐ 5
☐ 4
☐ 3
☐ 2
☐ 1
Nothing → ☐ 0

SPEAKING

Imagine that you meet an English-speaking person who does not know anything about Sweden. He wants to have as much information as possible about Sweden and therefore asks you questions about living conditions, housing, nature, weather, eating habits, leisure, holidays, sport, radio and television, the royal family, celebrities, etc.

To what degree would you be able to answer his questions?

I would be able to answer his questions without any dificulties at all → ☐ 10
☐ 9
☐ 8
☐ 7
☐ 6
☐ 5
☐ 4
☐ 3
☐ 2
☐ 1
I would not be able to say anything → ☐ 0

READING

Imagine that someone with no knowledge of English comes to you with an English daily paper (e.g. *The Times, The Guardian*) and asks you to give as detailed an account as possible of what is on the front page. You have plenty of time, but must not use a dictionary.

How well could you manage the task?

I would be able to give a detailed account of everything on the page → ☐ 10
☐ 9
☐ 8
☐ 7
☐ 6
☐ 5
☐ 4
☐ 3
☐ 2
☐ 1
I would not be able to say anything. → ☐ 0

WRITING

Imagine that you are given the task of writing a detailed account about yourself in English. It would include your life from when you were small up to the present day (childhood memories, games, school friends, youth, present occupation, interests, personal qualities, relatives and friends, memorable experiences, future plans, etc.). You have plenty of time, but must not use a dictionary.

How will would you manage the task?

I would have no problem in writing a detailed account which was linguistically correct. → ☐ 10
☐ 9
☐ 8
☐ 7
☐ 6
☐ 5
☐ 4
☐ 3
☐ 2
☐ 1
I would not be able to write anything. → ☐ 0

REISS QUIZ

How do you learn your English?

For each section (1–4) below, circle 5 ways that you learn in.

1. Your assignment is to learn a list of thirty vocabulary items taken from a reading selection which you have recently completed

- Make up a sentence with each word
- Put cue next to each word on list
- Say words out loud while memorizing
- Tape words and listen to cassette
- Sing words out loud
- Write word on one side of paper, definition or synonym on other
- Use new words as much as possible
- Memorize
- Write out and memorize
- Put on index cards
- Write out and study
- Repeat many times mentally
- Write and memorize
- List according to parts of speech
- Study until learned

2. Your assignment is to learn a new tense. The tense has been explained in class. You are given a list of regular verbs.

- Look over reading and try to find examples of new tense
- Try to practice new tense while speaking
- Write, say, and use it in examples
- Look for similar endings already known
- Make up own exercise to practice new tense
- Learn and make up examples (sentences)
- Study until understood
- Go over rules and memorize
- Repeat and write out
- Keep going over it
- Repeat many items
- Go over rules and class notes

3. Your assignment is to answer a series of questions after a reading selection. This selection has not been read in class

- First answer easy question, then re read and answer the rest
- Scan the reading and look up answers
- Look for "key" word in questions and find them in answers
- Look for words in questions which give clues to answers
- Answer each question mentally, then write out
- Answer as much as possible, then re read selection for remaining questions
- Read questions, use dictionary to look up words
- Translate selection, translate questions
- Translate questions and flip back to reading
- Use dictionary and grammar book
- Keep going back to selection for answers
- Look up all unfamiliar words, then answer questions

4. What strategies or techniques have helped you most when studying a foreign language? What strategy, if any, do you use when studying a foreign language which you might not use when studying another subject?

- I speak to myself while walking or jogging
- I give myself little tests
- I write down key points of each chapter
- I speak to my friends or natives when I get the chance
- I use association (mental pictures)
- I make lists and study sheets and try to remember by rhyming and association
- I try to answer all questions mentally in class
- I use mnemonic devices to remember
- I study with someone
- I jot down information on index cards
- I write new information over and over
- I translate everything
- I remember by association and repetition
- I use the Appendix in book
- I look over my notes regularly
- I make up lists and read them out loud

Your name ______________________________

Your last term grade ______________________________

Your class ______________________________

Today's date ______________________________

LISTENING AND THE EFL CLASSROOM: SOME CLASSROOM STUDIES

by *Pnina Linder*
Hof Hacarmel School and Oranim College of Education
(paper presented at the Jerusalem TEFL Conference)

Of all the communication activities more time is devoted to listening during man's waking hours than to any of the others. Since it is such a widespread experience, it is incumbent upon language educators to search for ways of developing and increasing the listening potential.

If one regards listening as a skill only, one is likely to emphasize the mechanical process, the external formal features, the elements of a skill in isolation, and attempt to achieve this through training techniques developed under the influence of behaviorist psychology.

If, however, one's concerns go beyond the formal features of foreign language acquisition and learning, and extend to learning and education in general, it may not suffice to study only the linguistic and semantic components of the listening act to teach effectively. Listening ability in the foreign language classroom may very well be related to such factors as attitudes, educational climate, and motivation... components not readily measured on a statistical yardstick.

In a teacher- centered, teacher- controlled classroom, in which control and teaching are exercised chiefly through teacher questions (typically convergent questions, the answers to which are, more often than not, anticipated) there is little experience in extended listening, in listening as partner to the communicative act, and the listening that is generated is really listening for testing, for evaluation. The learner's aim in listening of this sort is to produce a correct answer, an appropriate response.

Yet communication is a process of on-going exchange and mediation. Thus, language learning situations aiming at the development of active communicative skills will attempt to involve the learner in that process.

A classroom in which the educational climate is relaxed and supportive, one which encourages interaction, pupil questioning, pupil initiative and enterprise in the conduct of learning, employment of language authentic in itself and to the learner (e.g. story telling, relating of anecdotes and experiences, recorded bits of actual speech, lecturettes by students, guest speakers, chats with native speaker informants, group projects around themes, etc), has opportunities available for developing listening skills and attitudes not often accessible in a conventional teacher-centered class.

Consequently, an environment for purposeful listening is more easily established. The people in such a classroom, all of them — teachers and pupils alike — may have more reason to listen to one another.

Listening, being the social act it is, cannot be taught for its own sake and not in isolation, for one listens for purposes *other* than listening. There is an echo of this in Bertrand Russell's famous statement wherein he quite provocatively said., "...the purpose of words, though philosophers seem to forget this simple fact, is to deal with matters *other* than words. If I go into a restuarant and order my dinner, I do not want my words to fit into a system with other words but to bring about the presence of food."

In the past, listening comprehension exercises, as they appeared in texts designed for classrooms with the intention of teaching the listening skill, were chiefly tests attempting to assess the ability to retain factual information, often the new elements.

These exercises were most often designed in the format of a voice reading a *written* text, followed by some questioning, typically by the reader of the text or via a script in the hands of the learner.

This, however, is not generally the role of the able listener in a realistic situation. When listening in the communication act, the starting point is usually not what one does not understand, not the unknown words and phrases, but (To quote C. Edelhoff*.) "...what you have been able to hook onto, one builds from the known to the unknown." And P. Herriot adds that learners, "who are only receivers of messages are only learning part of this skill." ("Language and Teaching: A Psychological View").

Wendy Scott, too, emphasizes this attitude when she says in her article, "Teaching English to Young Children": "Sometimes we do (answer questions while listening) but most often we extract information or attitudes as we go along and our reaction to what has been said is seldom to answer direct questions about the content matter. In fact, if we think about it, the normal reaction of listeners, young and otherwise, after a story, lecture or text in their mother tongue is *for them* to ask the questions."

Focusing on this attitude and critically appraising the nature of listening and interaction in a conventional classroom, Michael Stubbs in "Language, Schools and Classrooms" comments: "Many studies... find teachers' characteristic use of 'questions' as not being genuine requests for information. These are variously called (in the studies he surveyed) test questions (by Labov), pseudo-questions and closed questions (by Barnes) and 'convergent and 'Guess-what I'm thinking' questions (by Postman and Weingarten). Stubbs goes on to state, "It is worth pondering the effect on classroom dialogue when some teachers rarely ask questions because they want to *know* something." These findings point to the highly artificial nature of much teacher-pupil dialogue (and pupil listening!) compared to, say, casual conversation in social settings.

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* at a lecture in Lancaster University July 1979

It has been our experience at school, (I refer chiefly to the experience of many years of teaching at Hof Hacarmel Regional School) that when students are encouraged to initiate questions and problems, when students and teachers are together involved in the learning process, when listening is for a purpose of fulfilling a task, finding a solution to a problem, discovering something about the feelings and attitudes of others, when teachers as well as pupils do the listening, that the ability to listen develops and grows best.

The open, democratic classroom (echoes of Dewey, Rogers, etc) it would seem is most conducive to the development of listening skills.

A Classroom Study

We wished to see if we could in any way substantiate this observation. Our goal was not to set up a scientific comparative measuring instrument but to inquire of our students about the nature of their listening in the foreign language they were studying. These learners were members of one of the senior high school classes, in their last year of studies, a class in which there had been experiences and activities in the spirit of those mentioned above (ie. on-going pupil-teacher, teacher-pupil interaction in the foreign language via common research projects, pupil reports and lectures about themes and topics wherein they imparted information which was often new to the others, including the teacher, guest speakers, group discussions about problems, pupil participation in classroom processes and decisions about them, etc.)

The momentum of these activities, their progress and conclusion, required active listening on the part of the participants. There was, however, no attempt on the part of the teacher to point out to the class that they were indeed engaging in 'listening comprehension' exercises.

Nevertheless, the teacher included in the classroom planning additional conventional listening comprehension exercises of the kind the students would meet in the matriculation test situation.

At this point, I would like to describe to you our little investigation into listening, that we embarked upon with this group.

Towards the end of the school year, an aural-oral questionnaire was administered (itself a 'listening comprehension' exercise, if you will), one requiring student pondering and response. It was to function as a mini-survey of the students' aawareness of the nature of their listening.

Sixteen senior secondary students were told by us that the English staff at school, in trying to improve the program, wanted to find out something about the attitudes and abilities of the students as they related to different aspects of the program. The focus of the present survey, we added, was on listening. Each was asked to write the following information: name; age; no. of years of English study; experiences with English speech outside the classroom (e.g. regular meetings with English speakers, visits abroad, English at home, radio, T.V., other).

They were then asked, orally, the following questions, were given time to think and were asked to respond in writing:

1. In your opinion, do you listen well?
2. When do you find yourself listening best? To whom? (teacher? other adult? native speaker? peer? peer native speaker?, other?)
3. What problems do you face when listening to English?
4. Do you consider special listening activities, such as listening comprehension exercises, helpful to developing your listening ability?
5. Do you consider regular class activities and tasks, small group work, discussions etc. helpful for developing your listening ability?
6. What kinds of listening experiences are easiest, most pleasant and enjoyable to you?
7. When watching T.V., or movies, do you pay attention to the Hebrew translation when the sound track is in English?

We charted their responses and found the following: All the students answered that they listen best in direct conversation and/or when interested in the subject-matter under discussion.

They all regard themselves as good listeners but some or rather most (13) find they are distracted by, or have difficulties with, unfamiliar accents, speed, extraneous noise, Hebrew translations or when they have little knowledge of, or interest in, the topic.

Most of them, in fact virtually all of them, claim they listen well and are happy to listen to the radio, songs and speech of and with native speakers (including their teacher!) and in those situations where there is no possibility of resorting to Hebrew sub-titles (Jordan and Lebanon T.V., for example.)

Of the 16, 8 stated that special listening comprehension exercises are of no value in developing their listening ability, 6 claimed occasional value, and of those, 2 stated the specification that the value was only when the passages were 'interesting' or 'important'. Only 2 found that special listening comprehension exercises fostered their ability in this area.

Though we do not propose that this be a verification of a hypothesis, being a small, not carefully controlled sampling, we find that this little survey may indicate directions similar to those suggested by Snow and Perkins in their TESOL article, "The Teaching of Listening Comprehension and Communication Activities": "Those situations in which we listen best even as native speakers are those in which we *want* to listen and which we have something meaningful *to listen for*."

The following are some samples of responses to the questionnaire we administered. The answers are recorded here as written by the students. The only changes are in some corrected spelling and some occasional syntactic changes.

Name: Michael

Age: 18 years old. I've studied 8 years. In the last three years I've had some meetings and some chance to speak with volunteers on the kibbutz.

1. Yes
2. When there is a conversation between two people. I can listen very clearly from the side. I think, to a native,
3. I have trouble understanding different accents.
4. No.
5. Yes.
6. To hear a conversation or a speech or listen to the radio.
7. I always read the translations in Hebrew.

name: Gila

Age: 18½ years old, studied English 8 years. No experience outside class

1. I think so.
2. To someone who doesn't know Hebrew.
3. The speed and sometimes the accent.
4. Not really
5. The special things you say and that my friends say in class help develop my ability.
6. Watching T.V.. It also helps me very much with vocabulary.
7. I pay attention to the translation in every film and English T.V. program

TEACHING IN THE MULTI-LEVEL CLASS — MISSION POSSIBLE!

by *Yitzhak Ernest*
English Inspectorate, Jerusalem District

The F.L. teacher's lot has never been an easy one. On the one hand the changing foci in educational philosophy (teacher-centred, syllabus-centred and pupil-centred classrooms) have contributed in no small measure to changes in methodology. On the other hand, the varying emphases given over the years to the relevant importances and priorities of the sub-skills of language teaching have in their own way again forced the F.L. teacher to revise his methodological techniques and strategies. Not to be forgotten, of course, are the various schools of F.L. teaching, each with its own approach — the more recent of which were the functional-notional approach and the communicative approach, each with its consequent methodological requirements.

The English teacher, like the rest of his teacher colleagues in Israel, is being forced to revise his ideas on methodology yet again, this time due to national-economic considerations resulting in cuts of up to 25% in teaching hours and the slow but sure disappearance of the system of streaming — that system which had recognised differences in pupil achievement levels and had allowed the majority of English teachers, for many years now, to teach so-called homogeneous classes of between 20–30 pupils. The realities of Israel 1985 have suddenly and perhaps for the first time brought most teachers face to face with large heterogeneous classes of between 30–40 pupils and having to cover the same course of study in 3 rather than 4 periods per week.

In some classes, the range of levels includes a) native speakers (a loose cover term used to describe children of new immigrants from English-speaking countries, Israeli-born children of English-speaking parents, or children who spent a year or two in an English-speaking country either at pre-school or school age), b) pupils who had been receiving private tuition for a year or two prior to their commencing English at school, c) the average pupil who had not had the headstart of the above categories, d) the pupils who in a year or two of tuition at school may have reached a satisfactory level of oral/aural proficiency but as yet could be classified as non-readers in the second language, e) those pupils who had learning disabilities or motivational problems in most school subjects including English.

It is not surprising that English teachers are asking themselves and their inspectors, "Can we be expected to cover the same syllabus in fewer hours?", "How can we take into account varying pupils' abilities and needs in large, unstreamed classes?", "Should we continue to focus on the oral/aural skills and the communicative approach in classes of up to 40 pupils?", "When and how are we to tackle reading comprehension?", "Is the written reinforcement of the material taught to be done only as homework?". Such was the situation at the beginning of this school year in September 1985 and it was in an attempt to answer these questions and allay teachers' fears, that I decided to run a workshop on the teaching of English to heterogeneous or multi-level classes.

Rural School Method

It was from my own early teacher training days that I drew inspiration. Together with all student teachers at the Melbourne Teachers' Training College, Australia, I had undergone a course of instruction which included practical teaching experience, called "Rural School Method". Using this method a teacher was able to teach, in a one-classroom school, children from grades 1–8 simultaneously. The school was grouped into four age levels — grades 1–2, 3–4, 5–6 and 7–8. While the teacher was working with grades 1–2 at arithmetic, for example, grades 3–4 were practising their reading with the help of a monitor from grade 6; grades 5–6 were working independently on a social studies project, each pupil gathering information from an atlas or encyclopaedia, to answer the questions on individual work cards the teacher had prepared for him; grades 7–8 were busy writing up their arguments for a debate on a current affairs issue which was to be presented to the whole class the next day. Certain subjects were taught to the school collectively, e.g. music, art, nature study, each age level participating and contributing to the extent of its ability and learning to no small extent from its proximity to the older and more able pupils. The teacher had of necessity to be well organised and well-prepared for each 8-hour teaching day. The reader will perhaps be surprised to hear that in addition to his teaching duties, the teacher was in fact also the secretary and headmaster of such a school, coping with all the administration involved in the running of a school which could possibly number up to 50 pupils.

Though this Rural School Method of teaching was born of necessity to cope with the needs of the many distant country schools found in the Australian outback, it was by no means used only in these schools. Most of the prestigious city schools also set up artificially "rural school" classrooms, not only in order to afford student teachers the possibility of receiving their practical teaching experience in this method, but also in response to the need of certain children who functioned better in a smaller, more independent learning framework, either because of learning disabilities or superior learning abilities. This "rural school" class with its varying levels of expectation from different pupils suited both the child with the above average learning ability, enabling him to progress independently at his own rate, as well as the child with lack of motivation and/or ability, who needed and was able to receive more specialised, individualised attention from the teacher in this framework.

Principles and Techniques

It seemed to me that the lessons to be learnt by us as teachers from the principles and techniques of the above method were invaluable and applicable in no small degree to the tackling of our problem of teaching a skill-subject like English, while taking into account the wide range of levels of achievement of our pupil population in each class.

The first principle to be adopted is the recognition of the possibility and desirability of pupils of differing achievement levels working in the one classroom with the one teacher, each level working with its own materials, at its own pace, as part of the common class course of study for that grade. The earlier system of streaming was perhaps a step in the right direction in recognising the existence and needs of students of differing potential and ability, but in spite of the principle of mobility, the segregation of each level with a different teacher did very little if anything to help the average or below average pupil to reach a higher level. Any benefits that there could have been were outweighed in most instances by the negative self-image of the pupils in the lower streams and their consequent lowering of motivation.

The second principle is that the core or basic part of the course/syllabus/lesson is nevertheless to be taught collectively to all pupils by the teacher, the teacher making his/her demands of pupils in accordance with the pupils' levels of ability, thereby enabling each level to contribute actively to the maximum of its ability while benefiting indirectly also through its passive participation in the classwork being done in common. This common aspect of the programme makes mobility between groups a more realistic possibility, since all pupils are already participating in the common part of each lesson and are never allowed to lose sight of the grade course of study; perhaps also because the same teacher was responsible for all levels.

The third principle is that the teacher divides his/her frontal teaching time equally between the two, three or four groups into which the class has been divided, either permanently (for the school year or term) e.g. native speakers, above average, average, below average, or temporarily (for a limited period for one or more lessons in order to tackle a specific problem) e.g. non-readers/readers, script writers/cursive writers, etc. It should be understood that even if the group is permanent, pupils can/should be moved freely from one group to another during the year according to individual progress.

The fourth principle is the promotion of positive work or study habits by setting individual independent work as part of each lesson (apart from homework, which may or may not be done independently by the pupil). This part of the lesson should oblige the pupil to work on a set task with the help of his textbook or reference books in preparation for the work of the teacher with his group, either as reinforcement of a teaching point or as revision of material taught earlier in the year or in earlier years (using work cards or stencils prepared by the teacher for this purpose). This element of reinforcement or revision is extremely important in the mastery of a skill subject and has often got inadequate attention in the traditional frontal class lesson.

The fifth principle is the responsibility of each pupil together with that of the teacher for his own progress as well for the progress of his fellow students. The former is to be achieved by the cultivation of a sense of self-criticism, comparison of his competence (pronunciation, handwriting, spelling) to that of the teacher or textbook, the checking of all homework and written work before it is handed in for correction. The latter responsibility, that for the progress of the weaker pupil, involves not calling out an answer when a question is asked collectively, thereby robbing the slower pupil of the chance of thinking and arriving at his answer in his own time. This principle of mutual aid is also given expression by the use of a system of teacher assistants or monitors (either from within the group or from one group to another) whose task it is to act as leaders or coordinators of the work of a group whilst the teacher is working with one of the other groups. These monitors can perform many of the traditional tasks of the teacher — collective correction of homework, individual checking of notebooks, explaining and helping with practice or reinforcement drills, giving dictation, testing r[illegible] etc. Yet another expression of this mutual aid or responsibility can be pair-work or [illegible] group (up to four pupils) activities — eminently suitable for practicing dialogues, preparation for tests. A clear distinction should be made between these mutual aid activities and the individual work spoken of earlier. For example, the monitor's correction of homework should not become his dictating of the answers to those pupils who didn't/couldn't do their homework. Correction of homework by interchanging notebooks with your desk partner is a typical example of productive pair work. Oral practice or revision of "yes/no" questions or "wh" questions can be done productively in groups of two, three or four pupils. The teacher's ability to give concise and clear instructions as well as his/her careful and detailed lesson planning are of the utmost importance in ensuring that this aspect of the work is successful.

The Lesson Plan

The basic lesson plan presented to incorporate the above principles and techniques was one consisting of a number of teaching segments of 5–10 minutes' duration — the exact number depending on the number of groups the teacher divides the class into.

For example, one typical 45–50 minute lesson plan for a class of three group levels would have an opening segment of 5–10 minutes of collective class work, followed by three segments of 10 minutes each of group work. During these 30 minutes, the teacher would work with each group in turn for 10 minutes, in addition to which each group would be working for 10 minutes at individual independent work, and 10 minutes of group/pair work, under the supervision of a monitor. The lesson would close with a 5–10 segment of collective work once again.

A variation of this basic lesson plan for a class of four groups would comprise an opening collective segment of 5–10 minutes followed by four segments of 7–8 minutes duration, again allowing the teacher to work with each group in turn at its own level, the remainder of the group's time being spent in one or two segments of individual or group work. Again the lesson should close with a segment of collective work.

Yet a third lesson plan for a class of two groups only would consist again of the initial segment of collective or common work followed by two segments of 15 minutes each (for grades 7–8) or four segments of 7–8 minutes each (for grades 5–6). This latter alternative would enable the teacher to work with each group twice during the lesson — preferable for younger or weaker groups whose concentration span and ability to work independently are less. The final segment should again be one of 5–10 minutes of common work.

All these lesson plans have in common 10–20 minutes of collective class work (at the beginning and end of each lesson)-during which time the teacher would a) present to the class the minimal elements of the new material of that year's course of study, b) present relevant holiday or general material, c) teach songs, d) view telecasts, e) allocate work to be done independently of the teacher-thereby stressing the oneness of the class and at the same time emphasizing the common-core syllabus, especially its oral/aural elements. The remaining 30 minutes of the lesson is devoted in part to a) group work with the teacher, during which time the teacher would either reinforce that part of the lesson done collectively or revise and review work done earlier but as yet unmastered, or with an advanced group introduce additional new work for enrichment, b) individual work meant to encourage positive self-study habits and reinforcement through the reading and writing of the work done orally earlier, c) group work with a monitor — the main purpose of which is to allow for mutual aid activities and the encouragement of responsibility of all pupils for the progress of the whole class, by giving additional practice and exposure to all skills at the level and pace of the group in question.

The Workshop Programme

The workshop ran over a period of 8 weeks, one weekly session of 2½ hours duration for each of the two groups of teachers participating (51 teachers from Grades 5–6, 27 teachers from Grades 7–8).

The first two sessions were devoted to the presentation of the ideas, principles and techniques elaborated on above, as well as the consideration of possible/probable difficulties, e.g. the availability and necessity of supplementary textbooks, teaching aids for group work, the technical logistic problems of class division and seating, the control of the noise level, discipline etc.

During the next four sessions the participants, working in groups of two, three or four, spent half of each session preparing detailed lesson plans according to the format suggested above at two different class levels, either for Grades 5 and 6 or for Grades 7 and 8. Since credit for participation in the workshop was dependent on the practical implementation of the ideas presented in at least two different classes during the eight-week period of the workshop, each teacher was obliged to implement such a lesson plan in one of his or her classes in the week between sessions. The second half of each session was then spent in hearing the reports of individual teachers to the whole workshop of their experiences, both positive and negative, in implementing the lesson plans in their particular classes. Not all teachers were prepared to try the system after the first two weeks, but by the sixth session, after hearing of the first experiences of their colleagues (mostly favourable) nearly all teachers had given the required number of such lessons; some of them had given many more than the required number. Most teachers were delighted at the positive attitude of their pupils to the "new method" and the amount of work covered in the lesson; less so at the amount of time spent by the teachers in preparation for these lessons.

The last two sessions were in the nature of a summing-up. One was spent in viewing and discussing two full-length lessons (on video) given by two of the workshop participants in accordance with the principles of the method presented — one lesson in grade 6 to a class which had been divided into three levels, one lesson to grade 7 which had been divided into two levels. The last few diehards who were as yet hesitant about the possibilities of working with this method had to admit that it was not as impossible as it sounded in theory. The last session was an exhibition of textbooks as well as aids and work cards prepared by the teachers themselves, from which participants were able to get additional ideas for group work. This was followed by an oral summary by myself of the principles and possibilities of the method based on our experiences in the crowded heterogeneous English classroom of 1985. At this last session, teachers were asked to hand in their written evaluations of the workshop and the method.

I should like to put on record here my appreciation of the cooperation of the 80 participants of the workshop (who lasted the full course) and their willingness to experiment with a method which involved meticulous and time-consuming preparations at home in addition to their participation at all workshop sessions, not to mention their willingness to suspend judgment until they themselves had tried the method in two of their own classes — trials which did not always bring positive results at first try. However, the teachers' final evaluations, excerpts from which I should like to quote in conclusion, more than justified my hypothesis that one teacher can relate successfully to the various pupil levels of the heterogeneous class; that this challenge has in fact forced us to adopt an eclectic methodology — taking from the best of all past methodologies and teaching techniques (streaming, group work, pair work, remedial work, as well as frontal class teaching, of course) — a challenge which will in the long run make us better teachers and consequently will make our pupils better students, which is after all what it is all about.

Teachers' Evaluation and Comments

"I think the course was a valuable contribution to the mental health of English teachers whose conditions of work had deteriorated so much recently".

"I found my experiences with this method rewarding. In using this method all pupils were working on the required material at their own pace. They therefore enjoyed the lessons more".

"In the first Grade 7 that I tried this method it did not work so well, so I only use it infrequently with this class. With the other Grade 7 and both grades 8 that I teach, the method works well. The classes are very large, 40 students in each, but I use this method regularly now and shall continue to use it for many lessons with these classes".

"I feel that I am working with the children at a realistic level and not wasting the time of the stronger pupils nor teaching above the heads of the weaker students. I still have discipline problems but I believe the students are generally working harder than before"

"I believe the course was a success in that it forced hesitant teachers (myself included) to try the method."

"This method has worked very well in my classes. Some pupils have blossomed due the attention they were given. Whereas before they used to sit without learning too much, they now work with each other, help their peers and identify with the tasks to be fulfilled. Much more written material has been covered and the oral work seems to be better comprehended."

"The course was instructive and the time well spent. New methods of teaching were acquired and immediately applied. The fact that the course was given not only on an abstract level made it much more effective."

"I enjoyed the course very much. It gave me the courage to try working in groups in classes I wouldn't have dared to before. It helped me plan my lessons and made it clear to me that it is possible to make every pupil take part in the lesson. It's a lot of work for the teacher but I enjoy working this way".

(Editors' Note: readers will also be interested in the following articles by Pinchas Bechler that have appeared in past issues of the JOURNAL: "The Effects of Teaching English in an Ability-Group System and a Suggested Alternative methodology for Heterogeneous Classes" (issue 15, April 1976) and "Teaching in Heterogeneous Classes: a Review of Four Years of Experimentation" (issue 23, July 1980). In issue 30, July 1984 five articles were devoted to heterogeneous classes and individualized learning).

A SUGGESTED METHODOLOGY FOR TRAINING PUPILS TO ROLE-PLAY

by *Sheila Been*
Instructional Television Centre

The new format of the Oral Bagrut examination represents an important step forward in our goal of promoting oral proficiency in English. As with all innovations, however, many teachers feel insecure at the prospect of introducing something which seems to be so very different from traditional classroom procedures. Teachers immediately foresee a number of difficulties such as the following:

Technical

— In a class of 30–40 pupils how can a teacher monitor ±15–20 pairs practising a role-play?

— In 4 lessons a week, how can a teacher hope to fulfil the formal linguistic needs of the students, prepare for the unseen passages, the literature syllabus and still have time to train pupils to role-play and have group discussions?

Pedagogical

— How does one "teach" pupils to role-play? If they are not naturally play-actors, how can a teacher hope to effect personality changes?

— In training pupils to role-play it follows that pupils have to train to initiate, interrupt, clarify, disagree etc. in a manner which is appropriate in English. This is something that has never been touched on in the syllabus, and is unknown territory not only to teachers but to linguists who are only now beginning to research this exciting new field. How can busy teachers cope with it?

All these questions are valid, but in my opinion answerable in a way which is pedagogically justifiable and technically viable. In this article I would like to suggest some methodological procedures for the role-play component which hopefully offer some possible solutions to the above-mentioned problems. The methodology is addressed primarily to those teachers and pupils who have no experience at all in these kinds of activities.

Let me start with an analogy. We have always believed in "guided composition" — this is a familiar technique. We analyse a composition into components; for example: a composition is comprised of ideas as expressed by vocabulary and grammar; the *rhetorical organization*, the order in which the ideas are written; any style, formal for an expository essay, informal for a friendly letter, etc. By guiding, we give, say, 2 of the components and invite the student to supply the 3rd. For example, ordering scramble sentences is training students in organization. Slot fillers where content words are omitted is training in vocabulary selection; slot fillers where students have to fill in correct grammatical forms is training in grammatical proficiency; a classic cloze is training in both grammar, vocabulary and sometimes even style. Gradually we give less guidance: for example, we give the ideas (supplied in a reading passage perhaps, or in open discussion) and then ask pupils to write about the topic in a different form — a summary, an opinion, a different point of view. In this way, hopefully, pupils are gradually weaned from the guidance and learn to write independently.

Just so, I believe, pupils can be trained to role-play. In the booklet *Guide to the Oral Bagrut Examination* by *Hazel Camron*, a syllabus of Role-play situations is set out. Although most of the situations offer a fairly explicit description, it is also the case that these descriptions can be fleshed out in a variety of ways that allow for different realisations. In other words, pupils can be encouraged to interpret the situations in a variety of ways. This will not only make the activity more interesting but will also develop an awareness of the negotiability of language which in itself is a desirable objective. Moreover, this approach lends itself to a methodology which, according to feedback from teachers, works.

Step 1. Brainstorming Possible Scenarios

All interactions are comprised of such constituents as Role Relations, Affective Factors, and the "Content" — all of which are expressed explicitly or implicitly by Language. Teachers should supply these constituents as Headings, write them on the blackboard, and invite pupils to suggest as many different possibilities as possible. As pupils make suggestions, the teacher notes them on the board under the relevant heading. Pupils should be encouraged to copy the table from the blackboard so that they can refer to it in a continuation lesson or whenever they might want to refresh their memories.

Below is a kind of blueprint that might be applicable to most of the Role-Plays in the Syllabus.

1. *Role Relations*

— Sex of participants

— Ages of participants

—Register (Formal/informal): Senior/Junior; Junior/Senior; Equal; Degree of formality

— Place (on home-ground of one or other (or both) or neutral territory)

— Time: Spontaneous or premeditated; prior to the event or an outcome; a recurring or one-time interaction

— Personality traits of each party

2. Affective Factors brought to the interaction by each party

Role A — angry, upset, arrogant etc.

Role B — the same or different

3. The Content

The content of most of the role-plays leads to some sort of conflict. In order to avoid a situation which leads nowhere (eg. Yes, I can; No, you can't; Yes, I can; No, you can't), pupils should be encouraged to see a conflict as having 3 phases: Initiation, Argument and Resolution. The *initiation* usually sets the tone but this can be dramatically altered by an enterprising response, e.g. —

Role play 1. (Guideline to the Bagrut Exam)

Mother: Why are you so late? You promised to be home by 10.30.

Son/daughter: (Panting as if out of breath) I'm most terribly sorry — but the bus just didn't arrive so I ran all the way home. I knew you'd be worried so I wanted to get home as quickly as possible.

The argument should be logical and as unemotional as possible. Pupils should be encouraged to list as many arguments and counter-arguments as they can. *The resolution*: this is the most crucial component of the role-play. Pupils should be encouraged to believe that socially-acceptable behaviour involves a compromising element and a face-saving element. From experience it seems that most pupils hold the view that "giving-in" is a sign of weakness and that they are likely to earn more credits if they show strength. Of course this is neither true of life nor should it be true of the test. Pupils should learn to consider the feelings and sensitivities of the other and contribute to bringing the discussion to a successful conclusion.

4. Language needs

Teachers and pupils arrive at a list of vocabulary, grammatical structures and functional expressions that are likely to be needed to realise all the ideas in 1, 2 and 3 above.

5. Verbal fillers

Teachers might also invite pupils to list such typical fillers as: "well, you know; You see; I mean"; etc.

This brainstorming session (about 15 minutes) should establish a range of possible scenarios for enacting any one role-play, and the teacher has kept control. Pupils are now ready for Step 2.

Step 2. Planning your own scenario

In groups of 4 where one pair undertakes Role A and the other pair Role B, the group as a whole decides on a particular scenario. This planning is an interaction in itself, but it is highly structured, since it only involves choosing items from several lists.

When the scenario is agreed upon, the group breaks into pairs. One pair rehearses Role A, and one pair Role B. Each pair takes turns in commenting and advising the other.

After the rehearsal one member of each pair joins with one member of the other pair and acts out Roles A and B with the remaining pair commenting and advising.

After the rehearsal (about 10 minutes) the pupils are ready for Step 3.

Step 3. Role-play

The teacher has several options here:-

1. Several pairs might be asked to record their role-play at home and bring the cassette to class.
2. Several pairs might be immediately invited to perform in front of the class (and record at the same time).
3. One pair might be sent out of the classroom (to a quiet place) with a tape-recorder and asked to record their role-play.

When the teacher has gathered in all the recordings, the stage is set for Step 4.

Step 4. Play the Role Again

Pupils are invited to play the role again, basing it on a different scenario. This serves different purposes in different kinds of classes. For example: in very weak classes where a lot of the vocabulary listed in Step 1 is new, this replay gives extra practice in using it; in very good classes switching scenarios and acting them out spontaneously can be challenging and enjoyable.

Step 5. Play-Back

Possibilities:-

1) Teacher listens privately, records comments at the end of the tape (idea suggested to me by Adina Levin) and returns cassette to pupils.

2) Whole class listens to the cassette and analyses it according to given criteria. Below are possible criteria.

a) *Fill in the table*
The audience recreates the scenario. In other words, using the same headings that were listed in the table, pupils interpret the role-play and fill in the table. Audience and role-players then discuss the interpretations to see to what extent the intentions of the role-players were understood.

b) *Language Analyses*. Possibilities:-
i) Pupils are invited to analyse and rate the role-players using exactly the same scale as provided in the Guidelines to the Bagrut examination. In this way pupils become aware of how the rating system works.
II) Language categories other than the Bagrut Scale can be offered. For example, one strategy which I think is important to develop is the ability to find an alternative way of expressing something for which a pupil does not have the appropriate word — a coping strategy. Instead of immediately asking the teacher for a word, the pupil must learn to express the same thought in a different way. In addition, pupils' attention can be directed to pick features such as tone volume, intonation (unfortunately, non-verbal features are not accessible in an audio-cassette).

c) *Content*
Pupils consider the validity of the arguments and counter-arguments, and the coherency with which they are presented. Is there a logical development from initiation to argument to resolution? Is the discussion constructive and productive, or is it just a mud-slinging match? etc.

d) *Acting*
Pupils consider the "acting" component. Is the acting sincere/exaggerated? Do the actors use imagination? Are they inhibited? Does the role-play conclude on a good note, leaving both parties with a good feeling? Are the role-relationships clearly depicted? etc. etc.

There are probably many other ways of analysing the role-plays; these are but a few suggestions. (Needless to say, if facilities are available for recording on VIDEO instead of an audio-cassette, then many other areas of observation and analysis are opened up.)

Readers might ask why I recommend so many activities around one small role-play. The answer is, that in my view the process (i.e. the pre- and post-steps) is just as if not more important than the product (ie. the role-play itself), since it is during this process that pupils get practice in communicating authentically in English.

The methodology described above helps to overcome many of the technical and pedagogical problems mentioned in the introduction. Technically, the teacher retains control over the actual role-play since this is recorded and becomes listening comprehension "data". (Indeed a useful side effect is that "listening comprehension" becomes a formal part of the role-play exercise.) The teacher can retain total control over the frontal Brainstorming step, and partial control over the planning and rehearsing steps, since the tasks are highly structured and result in a product. From a pedagogical point of view, I believe that many of the problems are addressed; the rehearsal phase provides feedback from peers which should increase confidence and lead to personality flexibility; and the play-back phase, which allows for "stop" and "replay", gives a marvellous opportunity to become aware of language and all its nuances.

"THE PLIGHT OF SOVIET JEWRY"
A READER IN ENGLISH FOR THE UPPER GRADES
(including guidance in strategies for reading comprehension)

by *Carol Goldfus* and *Naomi Ballas*
University Secondary School, Jerusalem

"The Plight of Soviet Jewry" has a twofold aim. The one is to foster an interest in the plight of Soviet Jewry, while the other is to facilitate reading comprehension. The texts have been taken from various sources, and have not been simplified in any way, i.e. they are authentic.

Our objectives are:

a) that the pupils read flexibly according to the purpose of the text and change their way of reading accordingly;

b) that the pupils read authentic texts with comprehension;

c) that the pupils read with some degree of critical awareness.

The texts have been chosen with a view to reinforcing the above objectives. The questions on each passage vary according to the text's purpose. They facilitate the pupils' handling of difficult vocabulary and also teach them to tolerate uncertainty. It is not suggested that the pupils have to understand every word. The texts encourage the strategies of skimming and scanning and intensive reading, and the questions guide the pupils as to what strategies to use. Another objective in choosing the texts has been to include those passages which are likely to arouse an interest and sense of identification on the part of the pupil. (Unfortunately a number of errata have appeared in this booklet; see Addendum No. 3).

The booklet begins with a list of ten basic vocabulary items which are crucial to the understanding of the passages and should therefore be taught intensively. We suggest the following procedure:

a) Teacher reads each word with its definition, clarifying and translating where necessary, and giving several examples.

b) Pupils are then asked to make some sentences using the new words. In better classes pupils can be asked to use all the words in a given number of sentences. Pupils work according to their knowledge and ability with slower pupils making a sentence for each word and better pupils being stimulated. By introducing an element of competition, we encourage the pupils to write more complex sentences and make use of a variety of connectives.

c) The pupils are asked to learn the words at home. By "learn" we mean
(1) know the meaning of; (2) know how to spell; (3) know how to use the word correctly in a sentence. These words are followed by two vocabulary exercises.

After these preparations the reading can start. Reading is normally a silent personal activity; the teacher should read aloud only for a special purpose, e.g. dramatizing.

There are 7 chapters and an appendix with activities. Each chapter has a caption introducing the chapter and setting the tone. Chapter I deals with Anti-semitism in the Soviet Union. It includes personal accounts and daily experiences, the purpose of which is to set the tone for the following chapters. Chapter II deals with the Helsinki Agreement and the problem of human rights. It was felt that it is essential for the pupils to have some background information in order to understand the situation of the refuseniks, the Prisoners of Conscience and the Prisoners of Zion.

The chapter begins with two activities aimed at our top students, possibly English speakers. They are referred to the Encyclopedia Judaica and Keesing's Contemporary Archives in order to find background material on the Helsinki Conference and its effect on human rights activists.

Possibly they would give a lecturette on the subject. Addendum 1 provides a list of human rights as defined in the First Amendment of the United States Constitution.[1]

The second part of this chapter contains a skimming activity dealing with the Soviets' refusal to grant exit visas to Jews who want to emigrate. The activity is a matching activity where pupils have to skim five short passages in order to find the reason for refusal out of a list which has been provided before.

The post-skimming activities contain parts which have been designed especially with an eye on the new oral Bagrut, namely role-play and sustained monologue.

The next three chapters deal with three Prisoners of Zion: Yosif Begun, Anatoly

Shcharansky and Ida Nudel. These three were chosen as they have become symbolic of the struggle of the Soviet Jews. The chapter on Begun starts with a rather long passage which gives a chronological account. The technique used here is that of scanning continuous prose. The pupils are asked to box the dates and underline what happened on these dates, ending up with a summary of the passage. Questions 2 and 3, dealing with the boxing and underlining, should be combined for better classes. For these classes, a full written summary should be demanded. The questions as they stand can be used effectively with our four-point Bagruth students.

The chapter on Anatoly Shcharansky contains factual accounts as well as letters written from prison. Because the chapter makes repeated reference to the clause dealing with family re-unification in Basket Three of the Helsinki Conference, we provide the relevant clause in Addendum 2 at the end of this article.

The chapter on Ida Nudel starts with a difficult reading passage which has been printed twice. The first time the text is printed is for understanding the main points. The question at the end is geared to guiding the pupils to consider the text objectively, i.e. to read critically. The second time is for detailed study.

The text has been cut up and guiding questions have been inserted in order to help the student understand the text more fully. The activity following suggests holding a trial (Oral Bagrut). This latter technique is suitable for better students.

Classes may be divided into homogeneous groups, the weaker groups dealing with the continuous passages while at the same time, the better groups are doing the cut-up passage with its questions. Each group will end up having the same information. If, however, it is felt that the passage is too difficult for a particular class, it may be deleted altogether as it is followed by a moving personal account, which is suitable for all classes and makes the pupils experience Ida Nudel's plight.

Chapter 6 deals with prison conditions. This is not an easy passage but pupils are now reaching the end of this booklet and should be able to read the text easily and tolerate a considerable amount of uncertainty caused by unfamiliar vocabulary. The chapter ends with two assignments. The second provides a table in order to make the pupils re-read what happened to the three Prisoners of Zion and relate their conditions to those described in Chapter 6.

The chapter called "Our Role", is meant to shock our pupils into a greater involvement. The booklet ends with a quotation taken from Martin Gilbert's book "The Jews of Hope — The Plight of Soviet Jews Today":

> "Back in the West, I cannot forget the words spoken by a young Leningrad Jew when the moment came to say goodbye for the last time. As the icy wind blew in our faces he remarked softly, "Do not forget us"."

ADDENDUM 1

HUMAN RIGHTS

The First Amendment of the U.S. Constitution provides for:

— free exercise of religion

— freedom of speech

— freedom of the press

— the right of the people peacably to assemble

The Fifth and Fourteenth Amendments provide for:

— the rights of the racial, religious and other minorities

— no one may deprive any person of "life, liberty or property, without the due process of law"

ADDENDUM 2

HELSINKI CONFERENCE (1985)
BASKET THREE
CO-OPERATION IN HUMANITARIAN AND OTHER FIELDS

(b) *Reunification of Families.* The participating states will deal in a positive and humanitarian spirit with the applications of persons who wish to be reunited with members of their family, with special attention being given to requests of an urgent character — such as requests submitted by persons who are ill or old. They will deal with applications in this field as expeditiously as possible. They will lower where necessary the fees charged in connection with these applications to ensure that they are at a moderate level. Applications for the purpose of family reunification which are not granted may be renewed at the appropriate level and will be reconsidered at reasonably short intervals by the authorities of the country of residence or destination, whichever is concerned; under such circumstances, fees will be charged only when applications are granted.

Persons whose applications for family reunification are granted, may bring with them or ship their household and personal effects; to this end the participating states will use all possibilities provided by existing regulations. Until members of the same family are reunited, meetings and contacts between them may take place in accordance with the modalities for contacts on the basis of family ties. The participating states (...) confirm that the presentation of an application concerning family reunification will not modify the rights and obligations of the applicant or of members of his family.

(excerpt taken from *Keesing's Contemporary Archives*)

ADDENDUM 3

ERRATA

1) P. 11, Line 1 of instructions. Substitute *scan* for *skim* down in note to the teacher. Substitute *scanning* for *skimming*.
2) p. 15, line 18. Substitute *published* for *o'clock that evening*.

3) p. 18, pre-reading activity on top. Activity 1 ends after the word 'Conference', and includes parts a), b), c). Activity 2 should read: See Encyclopedia Judaica Decennial Book, page 538 for its influence on Soviet Jewry. Activity 2 becomes Activity No. 3.

4) p. 19. The asterisk after the word 'HEADINGS' (middle of the page) should be moved to the word 'BELOW' near the top of the page.

5) p. 29, line 1 of instructions. Add *very quickly* after the word *letter*. So the instructions are to read the letter very quickly.

6) p. 33. Draw a line separating the first three lines from the 4th line. Add number 2 to question No. 2 which starts with the words *In Passage 2 Par. 3*.

7) p. 51, question 2. Substitute the word *granted* for *deprived of*, and add the following sentence: *Discuss the limitations on these rights*.

8) p. 53. Middle of the page. Substitute *PASSAGES* for *QUOTATIONS*, so the instructions read as follows: *READ THE FOLLOWING PASSAGES*.

9) p. 42. Should read: IDA EXPECTED...
BECAUSE (1)
(2)

(*Editors' Note*: this Reader is available free of change from the Curriculum Development Centre, Ministry of Education, Jerusalem. Teachers should indicate how many copies they require for their classes (Grades 11 and 12 only). This Reader may count as the Non Fiction Prose section of the Bagrut Reading Programme.)

AURAL CLOZE AS A TEST OF LISTENING COMPREHENSION

by *Joseph Boyle*
The Chinese University of Hong Kong

Professor Wilga Rivers, in her series of lectures to teachers in Israel,[1] stressed the importance of listening comprehension. Over the past few years in many parts of the world, experimentation has been going on to find effective means of teaching and testing aural comprehension.

One type of listening comprehension test which deserves more consideration is aural cloze. Though some object to it, it has been found by others to be an excellent form of test, either in the multiple choice form or in the open form.

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[1] We suggest using *Keesing's Contemporary Archives*, Book 1973, p. 26013 (available at the British Council libraries) for the first stage of the Conf., Book 1975, p. 27301 for the final stage of the Conf. At the end of the articles the reader is referred to other sources.

Objections to Cloze Techniques

Objections commonly raised against cloze techniques are as follows:

1) cloze tests do not test "global comprehension" (extended, general comprehension of the passage), but rather "local redundancy" (the language immediately surrounding the gap). Carroll[2] is of this opinion, and adds that cloze tests are rather crude measures compared with tests which aim at specific language points, "discrete-point" tests.

2) A certain inferential ability, an expertise in gap-filling seems to enter into performance in cloze tests, which has little or nothing to do with language ability.

3) Filling in blanks, gap-filling does not correspond to language in real use.

4) testing in this way has a bad washback effect on classroom teaching.

In Support of Cloze Techniques

Those who favour cloze tests reply to the above objections by saying:

1. Cloze tests test both global comprehension and local redundancy, and constitute a superior type of test to the discrete-point test, precisely because they test language ability in a more "integrated" or "global" way. (e.g. Oller[3]).

2. The gap-filling, inferential ability, which enters into cloze testing, can hardly be separated from, indeed is intimately connected with, language ability.

3. Aural cloze does correspond to language in real use. It is not so different from real-life listening, since words are lost in speech situations through mumbling, background noise, unfinished sentences, and the like. The good listener fills in the gaps from the context, situation, and knowledge of the speaker.

4. Some teachers who have tried aural cloze have not found it has bad washback effect in the classroom. On the contrary, it is a valuable teaching tool. They report that students enjoy the guessing aspect of aural cloze exercises, as they attempt to supply the missing words. Students can also be taught to construct their own examples of aural cloze for team games. Such games reflect the element of guessing found in real-life listening.

Two further points which are generally conceded in favour of cloze tests are:

5. they seem to work, correlating well with pupils' general language ability.

6. They are easy to cosntruct and administer, compared with some other forms of test, e.g. multiple-choice tests.

Theoretical Support for Aural Cloze

There is good research evidence for the acceptability of aural cloze in testing listening comprehension. The successful "Noise Test" of Gradman and Spolsky[4] is a form of testing comparable to aural cloze. In this a passage is heard with a distracting background of noise known as "white noise". Admittedly, this test is unlike normal aural cloze, since the deletions are not controlled, but it is basically the same type of test, in that artificially created gaps have to be filled in by the listener.

Hughes[5] found aural conversational cloze tests correlated well with teachers' ratings of students' abilities, and Brown[6], following on Hughes' work, interviewed 30 students twice, then gave them a conversational cloze test. The interview and cloze results correlated closely (.8).

Conclusion

Aural cloze, as a method of testing listening comprehension, should not be dismissed too lightly. The objections often raised against it are open to challenge. An interesting experiment for classroom teachers to conduct would be to give an aural cloze test and see if it ranked the pupils in agreement with the teachers' own rank ordering.

Classroom teachers who have never tried aural cloze should do so, and may be pleasantly surprised to find how powerful it is as a testing method, and how enjoyable and profitable it can be as a teaching device.

References

1. Wilga Rivers, "Hearing and Comprehending (reprinted)," *English Teachers Journal* 24 (1980): 29–36.
2. J.B. Carroll, "Defining Language Comprehension: Some Speculations," in Rot O. Freedle and J.B. Carroll, eds., *Language Comprehension and the Acquisition of Knowledge* (Washington, D.C.: V.H. Winston, 1972), pp. 1–29.
3. J.W. Oller, *Language Tests at School* (London: Longman, 1979), esp. chapter 8.
4. H. Gradman and B. Spolsky, 'Reduced Redundancy Testing: a Progress Report," in R. Jones and B. Spolsky, eds., *Testing Language Proficiency* (Arlington, Va.: Center for Applied Linguistics, 1975), pp. 59–70.
5. Arthur Hughes, "Conversational Cloze as a Measure of Oral Ability," *English language Teaching Journal* XXXV (1981): 161–168.
6. David Brown, "Conversational Cloze Tests and Conversational Ability," *English Language Teaching Journal* XXXVII (1983): 158–161.

NEWS FROM THE INSTRUCTIONAL TELEVISION CENTRE

by *Dvora Ben-Meir*

TELEVISION TALES, the new 8th Grade series, was launched in the month of December, 1985. The first telecast in the series, NIKKOLINA, was broadcast on December 30th. In-service training courses for teachers were opened in 20 regional centers, and teachers who attended were guided in preparing their classes for using the new material. The large attendance at the opening sessions was gratifying, and it is hoped that teachers will continue to make every effort to attend the monthly sessions in their region.

The series TELEVISION TALES, which includes a pupil's book, five telecasts, and audio-cassettes for listening comprehension activities (a teacher's guide will be published at the end of the year) is a step in the direction of preparing our pupils to learn English in a communicative framework. It differs from the previous 8th Grade materials in several aspects:

1) *THE TELECASTS*

— The telecasts were purchased abroad and were not initially produced for pupils learning a foreign language.

— The telecasts are in natural and authentic English, as spoken in English-speaking countries, and as such do not focus on a particular grammatical structure.

— All the telecasts present a moral issue which is thought to be of relevance to Israeli teen-agers.

— The telecasts are in color and have strong visual elements; therefore, even the less-able learner will be able to follow the story line.

2) *THE PUPIL'S MATERIAL*

— The pupil's book presents an integrated approach to language learning. Reading activities will lead to listening activities and then further spiral on to a speaking and writing stage.

— Sections of the telecast script are embedded in activities to aid learners in following the language of the telecast.

— A variety of reading data is offered, e.g. pamphlets, letters, diary entries, catalogues, instructions for making things, encyclopedic entries, newspaper articles, short stories, etc. Reading strategies vary according to the text and the purpose for reading.

— An attempt has been made to expose the learner to authentic and natural language texts. The language therefore, is not graded, although the task is. That is, when the language text is dense and difficult, the task is graded so that it is within the pupil's conceptual and linguistic abilities.

— A new grammatical structure is introduced in each unit, but is not the focus of the unit. It is introduced in order to demonstrate its communicative potential, and not as an end in itself. Opportunities are provided to use the structure in order to convey meaning; practice drills are not provided in the pupil's book.

— Activities are task-centered; learners are required to learn the language by doing things in English.

— The material is geared to a varied level of learners. The level of the learner will determine the time spent on each activity and the degree of stress on accuracy and fluency. The less-able learners will spend more time on "getting ready" for the activity and will place more stress on fluency, so no "alternative version" has been produced.

3) *THE ROLE OF THE LEARNER*

— Learners are required to be active participants in the learning process.

— Learners are required to work together cooperatively in order to solve problems.

— Learners are required to use a variety of strategies and negotiation skills in order to solve problems.

— Learners can use various learning styles in solving language problems.

4) *THE ROLE OF THE TEACHER*

— The teacher is required to be sensitive to the learner's needs. Only the teacher can discover where the learner "is at" and how much of a lead-in is necessary before each activity.

— The teacher no longer prescribes all the grammar to be learned, but atempts to answer the grammatical needs of the pupils as these needs arise.

— The teacher is required to help the learners in verbalizing and evaluating what they learn from each activity. This requires a new "jargon" as learners can no longer say — "We learned the past tense today", but will have to become proficient in evaluating their learning in a new way — "I learned how to look quickly at a text in order to find specific information" — or "I practiced guessing words in context", etc.

The differences mentioned may cause difficulties for teachers and learners alike. A new series always takes a while to get used to; a different approach to language learning is also difficult to implement. However, a cooperative effort of the English Inspectorate and the Project Team at I.T.C. has enabled teachers all over the country to receive guidance in utilizing the new series. A dedicated group of counsellors are involved in both learning about the new series and counselling the teachers in their regions. We wish to acknowledge both the effort made by the inspectors in organizing the sessions and the selfless work of the counsellors.

It is hoped that teachers and pupils alike will enjoy working with TELEVISION TALES and find it a rewarding learning experience. The Project Team welcomes all comments and suggestions from teachers in the field. Since the Teacher's Guide will only be published in the Summer, many of these suggestions can be incorporated in the Guide. Please let us know how you and your pupils find working with TELEVISION TALES.

THE ORAL MATRICULATION TEST: GROUP WORK

by *Natalie Hess*
Gimnasia Ivrit, Jeruslem

The following suggestions are based on ideas presented by Penny Ur at the international TESOL conference in Jerusalem, summer 1985.

It is assumed that a topic will be approached with more interest and enthusiasm if it is led up to indirectly and if each oral activity also requires some kind of written product, in order to provide control and ensure that maximum time is spent on a task.

ORAL BAGRUT TOPIC 3 — Why does so much cheating go on in schools? How should the problem be handled? Why is it immoral? What does it lead to?

Suggested approach
Dictate the following to your class:

> Dan, an eleventh grade student, has been caught cheating on a history exam (he took notes and copied from them). This is the third time he has been caught cheating in three years. His teacher is furious. She wants him to be expelled. Dan himself cannot understand what all the fuss is about. "Lots of kids cheat," he says. "I was just unlucky. I got caught. Anyhow adults cheat too on their taxes and things. That's how the world works. Why punish me?"
>
> The teachers know that there is a lot of cheating going on in the school and that many of the students, even if they do not cheat themselves, do not look upon cheating as a too serious offence. The advisory education committee is asked to help the school in handling this problem. What should be done about Dan and about the cheating problem in general?

Step 1. On completion of the paragraph writing, ask one student to read it out. Make sure that the entire class is aware of *all* the aspects of the problem — Dan's accusation of society, the passive acceptance by all pupils of the phenomenon of cheating, the fury of Dan's teacher.

Step 2. Ask pupils to sit in groups of four to five. They are the advisory committee, consisting of a veteran teacher, a new teacher, the head of the student council, the assistant principal, the school psychologist. The group must decide on who plays which role. They are then to discuss the problem, each one speaking from his assigned role. They should then write a letter to the principal offering as many practical suggestions as possible.

Step 3. Allow the discussion to continue for about 15 minutes. Appoint a student monitor in each group to serve as a watch dog for ***English only***. When you see that one group has finished its letter, ask them to leave the class for a few minutes in order to practice their discussion. This allows the remaining groups to finish.

Step 4. Arrange the class in a large circle. The returning group sits centre-aquarium style. Each pupil in the outer circle is appointed as an observer of a pupil in the inner group. Several pupils in the outer group may observe one pupil in the inner group. This creates interesting contrasts in a later feed-back session. Pupils are asked to notice:

- Mistakes in English
- Fluency
- The number of times spoken
- The length of time spoken
- Relevancy and interest of remarks
- Relating to other members of the group
- Interruptions
- Politeness

A feed-back session requiring *objective* reporting ensues.

Step 5—Home Work. Write a composition on Topic 3; and/or get together at home for a recorded discussion of Topic 3 and hand in your cassette.

ORAL BAGRUT TOPIC 1: Are progress and development more important than conserving the countryside?

Step 1. Tell your class the following story.

> I happen to own a beautiful piece of unspoiled beach property — about six acres large — that's about 24 dunams. I inherited this wonderful land from my grandfather who was a naturalist and to whom I was very close. You can well imagine how much I love this piece of land. There is a lot of life on it and quite a bit of rare flora and fauna. It has been my dream to retire on a small part of it. Most of it I have wanted to give to the State for the creation of a nature park, so that other people might also enjoy this wonderful treasure. However, sad to say, I have had some extremely serious financial problems, and I find myself in dire need of a great deal of money right now. As a result, I have had to put my property up for sale. The following people have offering to buy my property. (Put their names on the blackboard.)

1. A Richlad, American millionaire — rather crass. He wants to create a play-land for

the idle rich international set on the property. He plans to build a harbour for yachts, as well as several large Italian-style villas.

2. Lord and Lady Lectrick — they are planning to supply money to the electric company of Israel, which plans to build a power station on the property. They have offered the largest sum of money.

3. Fishley Ryback — a Finnish Jew who wants to start a fishing and canning industry on the beach.

4. Iryatnick Poor — represents the Herzliya municipality. They want to make a nature reservoir in the area. They have very little ready cash. They are willing to make a down payment and afterwards pay yearly rental. After a period of 99 years the property would revert back to my descendants.

Step 2. Class is divided in pairs — each pair chooses one of the four buyers and plans a strategic presentation of their case.

Step 3. Groups are formed in which there is at least one representative of each buyer. The buyers each present their arguments to a lawyer, whose job is to ask pertinent questions, take notes and later make a recommendation to me as to whom I should sell my land to and why.

Step 4. Feed-back from all lawyers — possibility of one group re-acting aquarium style.

Step 5. The rejected buyers write letters complaining of unfairness of the decision.

ORAL BAGRUT TOPICS 27 AND 32: You are a group of journalists working for *The Jerusalem Post*. Your editor has asked you to reply to the following letters. Your answer will be published in the newspaper.

Letter 1

Dear Sir,

I am herewith cancelling my subscription to *The Jerusalem Post*, and I am asking all my friends to do the same. I simply can no longer put up with your openly licentious attitude.

Articles on your pages speak in favour of Orthodox women's *minyanim*. You praise women who devote themselves to male professions and neglect their families. You recommend army service for our daughters. All this from a newspaper that originates in the Holy City! Shame on you!

S.O. Smug, To-Run-to, Canada

LETTER 2

Dear Madam or Sir,

I am disgusted with your paper! In your article about the outstanding bank manager, Sara Caspi, you spoke of her as "the attractive red-headed mother of five", implying that it was incompatible to be a mother and a competent professional as well. Why should anyone care about whether or not she has any children and about the colour of her hair? Would you ever dream of describing a male bank manager in this ridiculous fashion? You are male chauvinist pigs, and here is one red-headed woman cancelling her subscription!

Ms. Ima Sure, Femmeville, Pennsylvania

Step 1. Both letters read, vocabulary and contents explained, comments elicited.

Step 2. Class divided into committees of journalists — their task to discuss and answer either letter — several answers read out loud.

Step 3. Class discussion regarding issues mentioned in letters.

ORAL BAGRUT TOPICS 21 AND 26: What Makes Me an Israeli?

1. I was born in the State of Israel.
2. I love this country.
3. I am a Jew and this is the only place in the world where a Jew can live a truly Jewish life.
4. I believe in the prophecies of the Bible.
5. The Holocaust has taught us that there is no other place in the world for the Jews.
6. I believe in the democratic ideals of this country.
7. I believe that a just society can and should be created in this country.
8. I believe that both Jews and Arabs have a right to this country and that they must learn to live together.
9. My personal happiness is increased by the fact that I live in Israel.
10. I am convinced that a Higher Power wants all Jews to live in Israel.

Step 1. Put the above, or other such statements, on separate pieces of paper — large letters — tape them up in different places on classroom walls. Ask pupils to walk about the room and find three remarks they agree with. Ask them to write the number of these remarks on a note and pin the note on themselves.

Step 2. Ask pupils to find someone in the room who has *not* chosen any of the numbers which he has picked. When two such pupils find each other, they are to sit down and try to convince each other of the correctness of their position. Stop the pair-work in order to hear individual reports from pupils. The reports might take the form of "I talked to..., who tried to convince me that...I did (did not) accept his point of view because...".

Step 3. Ask pupils to form groups of 5–6. In each group there ought to be agreement on at least two statements. Some compromise will be necessary.

Step 4. The above groups will become "political parties". A name must be found for each party and a written platform should be produced after thorough discussion of party aims.

Step 5. Teacher hears oral feed-back and collects written platforms (two hour session).

LETTERS TO THE EDITOR

PLEA FOR PERSONALITY

Sir,

Think back with me! Of all the teachers you've ever had, is there one that stands out in your memory? I shall never forget Miss Nancy McCall, and the day she whipped a ruler off my desk, and pointing it towards her ample bosom, declaimed, "Is this a dagger I see before my eyes?" And there we sat, eyes a-goggle, hearts a-thumping, in electrified silence.

But we live in a teaching world where the emphasis has shifted. Overheard at a recent teachers' conference, "Don't mention frontal teaching, my dear, it's absolutely out!" (The word 'frontal' is rather unfortunate I think).

Nowadays, teachers cope with a hundred-and-one approaches, visual aids, television, video, group teaching, language centres, and so on. When a keen student teacher comes along, bent under her load of props and teaching aids, I often ask myself: are these not, at times, distractions? Barriers?

I'd like to see a swing back to the personality teacher, the one who can hold his class in spellbound attention. I believe that the teacher who can achieve this, thereby establishing his authority in the classroom, will successfully master the art of group work, of role playing, even with 40 pupils in his class. And here I'd like to suggest that the preparation of teachers include more personality programmes. One's posture alone can command either respect or ridicule. A voice that is correctly pitched will neither screech, bark nor bellow, but will transmit firmness, confidence and authority.

What then are the requirements of a good teacher? Robust health, nerves of steel, acute hearing, an expressive well-pitched voice, sharp eyesight, the ability to write on the blackboard while facing the class, an exceptional sense of humour, a love of all humanity, especially children, devotion to her calling, and above all, a bright lively personality.

Anna Sotto, Kiriat Tivon

TEACHING ENGLISH IN GRADE FOUR

Sir,

I have taught beginners' classes in primary schools for very many years now, first in a kibbutz and then in town, when the first year of learning English was Grade 6, then when it was Grade 5 and now when it is Grade 4. It is difficult to make comparisons, since the pupils who were beginners in Grade 6 in the 1960's had much less out-of-school exposure to English than Grade 4 pupils have today; also, textbooks are so much better now, more interesting, more relevant and less infantile, while Instructional Television in those days was just a series of dull slides and not the vibrant telecasts our pupils enjoy so much today.

However, I have the strongest feeling that lowering the beginning age does not in itself improve long-range proficiency. I have taught in the last few years in the school where we used to begin in Grade 4 but then (budgetary reasons) reverted to beginning in Grade 5 — the results at the end of Grade 6 are approximately the same, taking into account the fact that this year's "pupil crop" (began in Grade 5) seemed to have a general I.Q. higher than the Grade 6 which had begun English in Grade 4. Pupils in Grade 5 on the whole are readier cognitively for a foreign language than are Grade 4 pupils, they learn more quickly and grasp concepts more easily. Of course, foreign language learning is more than cognition and concepts, but these "more mature" pupils also seem to require less repetition and less "drill" (by whatever name we call it) to understand and to use the pattern or to know the new word.

If this is the case, why bother to start in Grade 4 at all? I do not believe that we should go back to beginning in Grade 6, since I do see the advantages of beginning in

Grade 5, but I think it more profitable to add an hour to Grade 5 and/or Grade 6 instead of starting in Grade 4. At any rate, some kind of national achievement test, suitably supervised, is called for in order to determine once and for all whether beginning in Grade 4 leads to greater competence in English in the long run or not.

Haviva Cohen, Tel Aviv

(*Editors' Note*: This is a very controversial topic: readers are invited to express their views.)

E.T.A.I. PROTEST

Sir,

The following telegram was sent to the Secondary School Teachers' Association: "The Executive Committee of the English Teachers' Association of Israel strongly protests the decision of the Secondary School Teachers' Association to demand the postponement of the new oral matriculation examination in English. We feel that such a postponement will be demoralizing both for pupils and for teachers. We welcome the new format of the oral examination as it encourages communicative classroom activities and ensures greater objectivity in marking.

E.T.A.I. Executive Committee"

Ephraim Weintraub, National Secretary, E.T.A.I.

(*Editors' Note*: Similar copies of telegrams sent to the Secondary School Teachers' Association have been received from the "CONTACT" Association of Teacher Trainers and a large group of examiners in the Jerusalem area. The modified version of the test for this year (see **INFORMATION FOR ENGLISH TEACHERS** in this issue) was accepted by the Association, which also welcomed in principle the new "Battery" Oral Bagrut.)

TEACHING A SHORT STORY

Sir,

I have found that even a very mediocre class will react intelligently if a story is presented as a passage to be enjoyed, rather than as a detailed reading comprehension "Unseen". I have found that the first paragraph of such difficultly-worded stories as "The Standard of Living" can be presented with this stress on enjoyment, including dramatization and picture-showing, without having the pupil worry that he has not understood every word. After each lesson (i.e. at the beginning of the next) a "skeleton" is put up on the board, which summarizes the part studied in the previous lesson. Pupils give their version orally, many members of the class being involved. When the whole story is finished, the same method is used. Pupils also learn from this method what is needed for a summary. A further step is to present pupils with key words. They are asked to make up a summary with these words, first of all orally.

Detailed steps are as follows. Step One: with books closed (Listening Comprehension), pupils listen to a dramatic reading of the first paragraph or unit (where necessary, a synonym can be used instead of a difficult word). Step Two: going straight to a pupil, he/she is asked to tell what he/she has understood. and is encouraged to say whatever is remembered (simplified paraphrases are of course accepted); other pupils add until you have the complete section. Step Three: open books — pupils are asked to find the words previously spoken or to read the sentence in which the word occurs; reading aloud by pupils is thereby made meaningful. Step Four: a pupil is asked to tell the whole section, using where possible the author's words. This method is used for the introductory lesson or for a very short story. For a longer story, a good class can be told to read another section silently and to either guess the meaning of difficult words from the context or first to leave them out and to try to understand the gist. For a weaker class, continue as for the first section.

Sheila Sar-Shalom, Jerusalem

עלון למורים לאנגלית, מס׳ 33, ניסן תשמ״ו, מאי 1986

תמצית המאמרים המופיעים בגליון זה:

INFORMATION FOR TEACHERS

בחינות בגרות בעל־פה (מבנה מצומצם, תשמ״ו): בחינות השלמה בבגרות; בגרות—שש יחידות; החינוך לדמוקרטיה; מילון חדש לבחינות בגרות; חוברת עבודה לשימוש במילון; חוברת למורים בחיבור מבחנים וניתוחם; בחינות הישגים לכיתה ו׳; ספר לימוד חדש לרמת גמר; קלטות ״פופ פדגוגי״; עתונים לבתי ספר.

COMPUTER COURSEWARE

דו״ח מקיף ומעמיק על תוכנות מחשב ללימוד אנגלית, לשימוש בבתי ספר בארץ — התוכנה מאוניברסיטת תל־אביב, תוכנית ס.מ.ל., תוכנית ״משוב״, ותוכנית חיפה–אורנים. מאמרים אחרים על תוא״ם באנגלית, על ״לוגול״ ועל הערכה התוכנות.

PAPERS FROM THE JERUSALEM CONFERENCE

מבחר שני של הרצאות מהוועידה הבינלאומית להוראת אנגלית, ירושלים, תשמ״ה–1985: אנגלית לתלמידים מתקשים מאוד; הערכת הישגים בכיתה; הוראת הבנת הנשמע.

TEACHING IN THE MULTI-LEVEL CLASS

הוראת אנגלית בכיתה הטרוגנית בבית־ספר יסודי בישראל.

ORAL BAGRUT — GROUP WORK

עבודה בקבוצות כהכנה לבחינות בגרות בעל־פה.

TRAINING PUPILS TO ROLE-PLAY

דרכים בהכשרת תלמידים ב״משחק תפקידים״

AURAL CLOZE

שיטה חדשה בהוראת הבנת הנשמע.

NEWS FROM THE TELEVISION CENTRE

משדרים חדשים מהטלויזיה הלימודית — לכיתה ח׳.

LETTERS TO THE EDITOR

מכתבים למערכת: אישיות המורה; אגודת המורים לאנגלית; הוראת הסיפור הקצר; אנגלית בכיתה ד׳.

משרד החינוך והתרבות
המזכירות הפדגוגית – הפיקוח על הוראת האנגלית

עלון למורים לאנגלית

(כולל "דפי הדרכה לאנגלית")

מספר 33

אייר תשמ"ו, מאי 1986

עלון
למורים
לאנגלית

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Teachers of English are invited to write short articles, reports and letters to the editor. Please write to "English Teachers' Journal", English Inspectorate, Ministry of Education and Culture, Jerusalem, 91911.

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Synopses in Hebrew of the Contents of this Issue 106

INFORMATION FOR ENGLISH TEACHERS

Bagrut Examinations — Summer 1987

1. Oral Bagrut — see article in this issue of the *Journal*.
2. THREE and FOUR Points (answers in Hebrew or Arabic): some (not all) of the questions will be multiple-choice (questions in English, answers in Hebrew or Arabic).
3. FOUR Points Bagrut: teachers are reminded that examinees will use the *Oxford Students' Dictionary for Hebrew Speakers* for the **Summer 1988** examinations and not before; THREE Points examinees, who are allowed the use of any bilingual dictionary, will of course, be able to use this dictionary in 1987.
4. FIVE Points Bagrut: the *rewrite* exercise in the Winter 1986 (in part) and Summer 1987 (in full) papers will be in the following format: "Complete Each Sentence So That It Has The Same Meaning As The One Preceding. Example: I have never heard a funnier joke. Answer: That was... (i.e. "the funniest joke (that) I have ever heard")." The key words will begin the response sentence. In future papers, the exercise may be either in this format or the former one (no hint is given where the key word occurs in the response) or a combination of both.
5. GEMER examinations: the Reading Comprehension passages and assignments will be in the same communicative format as in the 1986 examination.
6. The handwriting of too many examinees (both in English and Hebrew) is atrocious; teachers must instruct their pupils to pay special attention to handwriting (and spelling) or they may lose marks in the examination. They must use a pen and not a pencil when writing the examination paper.

Everyman's University Courses for Teachers of English

1. Course for teachers, practising but not yet qualified in Methodology and/or Applied Linguistics: courses in these subjects are offered (correspondence, tutorials, practical) to teachers in order to obtain a **licence to teach English from Grades 7–10.** Candidates must be both University graduates (any Arts degree from an English-speaking country, degree in English from Israel or other countries) and also practising teachers (second year), who have received the necessary letter from the Ministry of Education and Culture obliging them to take these subjects (Ministry letters sent

in past years would not have included Applied Linguistics, but this is now compulsory even if not stated). A test in English Language Proficiency (if required by the Ministry) is offered, but no course of studies in English Proficiency. Everyman's University also offers courses in Education, Educational Psychology and General Classroom Methodology for practising teachers required by the Ministry to be examined in those subjects.

2. **Teacher's Licence for Grades 11 and 12**

For teachers possessing a licence to teach English to Grade 10, who wish to extend their licence to Grade 12, the courses offered are:

— Advanced Methodology
— Applied Linguistics (advanced course)
— Modern British and American Literature.

Candidates for both these programmes should apply to Dr Shoshana Folman, Everyman's University, P.O.B. 39328, Ramat Aviv.

Listening Comprehension Bagrut Test, 1986

The following is the text of the Listening Comprehension test, broadcast to examinees as part of the Bagrut examination. The text was broadcast twice, as is customary.

Good morning,

My name is Professor Zadok, and I am about to give you a short talk on the subject of how the desert is being exploited — how the desert can be used for the benefit of man.

The great deserts of the world have always been exploited by man. People have made use of the desert in one way or another ever since mankind first appeared on Earth. Primitive man exploited the desert by destroying the very few trees growing there. He did this in order to have wood for his fires and to make fences for his sheep. Cutting down the trees for wood, together with the constant grazing (grazing means allowing animals to feed on the grass and plants that grow in the desert), have created areas of waste land. It has been said that "God made the desert and man made the wasteland".

And yet the desert has not really changed for thousands of years. There has been the grazing I mentioned before and the cutting down of the trees and also the mining of rare minerals such as copper, gold and silver. It is only in the past half century that mankind has begun to change the desert. You probably know that, in the Negev, we have made some of the most far-reaching changes of all.

How has Israel made use of its desert? In many ways — for agriculture, mining, industry, tourism and the army. Only the first of these, agriculture, has an ancient tradition. In fact, we can learn a great deal about agriculture in the Negev by studying the clever methods used by the ancient people called the "Nabateans", who once lived there. It is thought that the Nabateans were the world's first experts in collecting and utilizing every drop of rain in their dry surroundings. Today, with all the water brought to the desert by the National Water Carrier, the Negev has become green with plants. This is what we call "the greening of the desert". Those areas which used to be waste-land, today produce many popular agricultural products, especially fruits that grow so richly out of season: grapes and water-melons, for example.

But agriculture in the desert also creates problems, which are mainly ecological. More plants in the desert means more food for birds, rabbits and rats and so causes an unnatural increase in this animal population. This bigger population will attract large animals that not only attack and eat these birds and rabbits, but also attack the sheep, chickens and geese of agricultural settlements in the area.

Undoubtedly, our experience in exploiting the desert for agricultural purposes is one of the most successful in the world. Israel is famous for exporting this knowledge to other countries which have deserts.

Another use of the desert is industrialization. Industrialization of the desert, together with mining, has also developed a great deal. The desert seems to be an ideal place for factories that produce dangerous chemicals, mainly because the presence of such industries in places where people live cannot be accepted, because they pollute the air so much.

Another very successful enterprise has been the use of the desert for purposes of local and foreign tourism. The combination of sandy beaches and blue skies is irresistibly beautiful. Tourism does not present as many problems as do other industries, although the litter, the dirt and the garbage left behind, in addition to the destruction of the corals and the tropical fish, such as happens in Eilat, sometimes reaches criminal levels. These factors are, however, easier to control. The greatest damage to the corals and fish in Eilat is caused by minerals being loaded on ships, not by the visitors to the area.

The last factor I would like to mention, one that seriously affects the balance of the desert, is the presence of the Army. This has become especially serious since Israel withdrew from Sinai and built military and air bases in the Negev.

I think we can all agree that the challenge of the desert requires further research in order to find ways to develop and exploit the desert for the benefit of mankind.

Thank you for listening and good-bye.

Questions

(a) The talk given by the professor is about:
  a) bringing water to the desert

    b) primitive life in the desert
    c) using the desert to our advantage
    d) plants and animals found in the desert

(b) What was the desert first used for?
    a) Industry
    b) Agriculture
    c) Armies
    d) Tourism

(c) Primitive man:
    a) turned the desert into wasteland
    b) was not able to exploit the desert for his own needs
    c) killed the animals living in the desert
    d) planted grass for his animals to feed on

(d) The exploitation of the desert:
    a) has not changed the face of the desert
    b) has not changed for thousands of years
    c) is now done through mining rare minerals
    d) really began only about fifty years ago

(e) The Nabateans are mentioned in the talk because:
    a) they wandered in the desert in search of water
    b) they exploited all the water that was available
    c) they planted fruit trees that were out of season
    d) they conquered the Negev

(f) A serious problem caused by the agricultural development of the desert is:
    a) the destruction of plants by sheep
    b) growing fruits out of season
    c) the increase in the number of dangerous animals
    d) the lack of water for the sheep, chickens and geese of the settlements

(g) Israel is well-known throughout the world for its success in:
    a) planting trees
    b) industrial exports
    c) agricultural production
    d) utilizing the desert

(h) The desert is an ideal location for some industries, according to the talk, because:

a) the Army can protect them more easily
b) the air pollution is less dangerous
c) the land is cheaper there
d) the dry climate is important for them

(i) The Army is mentioned as:
a) a defence force
b) a means of bringing industry to the Negev
c) another factor in the balance of the desert
d) an employer of civilians who live in the area

(j) The greatest damage to the corals of Eilat was done by:
a) tourists looking for souvenirs
b) soldiers blowing up the shore
c) criminals stealing the corals
d) minerals falling from ships into the sea

New Textbook for Grade 8: *Friends Across the Sea*

As with the other books in the TELEM STREET series, *Friends Across the Sea* (Parts I and II) by Shoshana Postol is based on a comprehensive course of study incorporating expository texts and exercises covering the requirements of the official syllabus for Grade 8.

As the name *Friends Across the Sea* implies, the book deals with two groups of teenagers of junior-high-school age who become friends despite the geographical distance between them. Initially the story is set in a New York school; a request from Israel for English speaking pen-pals initiates correspondence between the Israeli teenagers and the ones in the United States. The juxtaposition of the two settings (United States–Israel) and the fact that the American classmates come from a variety of national origins allow for the development of multi-leveled themes, such as school subjects studied by each group, social events associated with each group, and individual issues of interest extending beyond national boundaries. Beyond the highlighting of cultural aspects, special emphasis is put on the uniqueness of Israel in history, geography, and as a focal point for Jews of the Diaspora. Consequently, the book ends with the American Jewish family emigrating to Israel.

The *Teacher's Guide* (Parts I and II) accompanying the books gives suggestions for activities in the classroom and beyond.

Although this book is a part of the TELEM STREET series, it can be used independently.

New Textbook for Grade 6: *Welcome to Telem Street*

This textbook by Shoshana Postol, consisting of Parts I and II, is a complete course for 6-Grade learners who are assumed to have had either one or two years of English. As such, it consolidates and expands the linguistic knowledge dealt with in Grades 4 and 5, reinforces the basic reading skills, and provides opportunities for deeper levels of comprehension in reading and for the writing skills required.

This book is part of the TELEM STREET series (*We Live on Telem Street — parts I and II* for Grades Four and Five, *The Telem Street Gang* for Grade Seven and *Friends Across the Sea* for Grade Eight).

The content material is integrative in its approach, combining "consciousness-raising" of the formal code of the foreign language with activities for developing performance in communication. The exercises accompanying each narrative text are contextualized and graded along a cline from highly-controlled activities to freer and less-controlled. Fun-activities in the form of games, rhymes and jingles are intended to aid the pupils learn verb forms, rules for the plural, adjectives and other linguistic features in an enjoyable manner rather than through tedious memorization tasks.

The highly-detailed Teacher's Guide (one booklet related to both Parts I and II of the pupils' book) includes numerous suggestions for class and home activities in pairs, in groups, or with the whole class; it also recommends posters and other aids for classroom use, games and appropriate songs.

New Grammar Book by Michael Toben

English Grammar for Hebrew Speakers is a comprehensive presentation of all the basic English language structures. These are explained in Hebrew and accompanied by many English examples. Following each section, there are exercises based on the structures presented. The language structures include all grammar items listed in the Ministry of Education's English curriculum.

The exercises largely follow the theory that the student must first use his new information in discrete items, manipulate the structure in context, and then recognize and comprehend the function of the structure in a typical English language setting. Finally, the student is required to use the structure in order to communicate his own ideas and thoughts.

The book is designed primarily for the top classes of Secondary School, giving refresher exercises for structures often forgotten and greatly expanding elementary structures frequently neglected at this level.

The teacher can select the items he needs in the light of the specific requirements of his class and need not, of course, follow the order of the book. Because of the special nature of the book, the teacher will find it relatively easy to have students review and revise areas of grammar by themselves.

Teachers' Supplementary Material: *Communicate With Care*
("תרבות הדיבור") by Valerie Jakar & Norman Tarshish

This is a booklet consisting of 9 units of supplementary material for teachers in the Upper Grades for encouraging, developing and improving the Oral skills, elements of language and values cherished by Jews throughout the ages. The material also includes other skills such as Reading Strategies: comprehension, context cues, selection, extraction of information and story-telling.

Although each of the units is independent, enabling the teacher to select relevant portions suitable for the level of his/her class, they culminate in a common Unit — Unit 10.

Exercises are arranged in such a way as to involve the Information-Gap principle (where pupils are part of a "Jigsaw" problem which must be solved by talking through the problem or by question and answer) and techniques of everyday speech.

Stress and Intonation, Register, question-tags, ways of apologizing and interrupting are coupled with notions embodied in Jewish culture, such as justice, civil liberties, repentance and everyday relationships with others, including a special chapter on '*Leshon Hara*'.

Many of the skills required in the new Oral Bagrut syllabus are introduced and drilled — role-playing, group discussions and monologues.

The book is a joint publication of the English Inspectorate, the Unit for Promoting Jewish Values and the Curriculum Development Center; it is available from the English Inspectorate, Ministry of Education and Culture, Jerusalem 91911.

New Reader: What an Adventure! and Other Stories

This new Reader, by Anna Sotto, is meant for Grades 8 and 9; stories are told in instalments, providing both an element of surprise for the reader and presenting a unit of material that can easily be dealt with by the teacher. Accompanying exercises range from "true false" to answering open-ended questions. The emphasis in the exercises is on comprehension, vocabulary and sentence structure. Spelling exercises, cloze passages and subjects for discussion are also provided. Published by ERIC COHEN BOOKS.

New Textbook: *Hello Israel!*

Pupil's Workbook and Teacher's Guide, to accompany the telecasts for Grades 11 and 12 — see NEWS FROM EDUCATIONAL TELEVISION, in this issue of the *English Teachers' Journal*.

Other New Textbooks due to be published

Hopefully, the following books will have been published by the time this issue of the *English Teachers' Journal* has been published:

★ *New Ways to English* by Hazel Camron: intended for GEMER level pupils, Grades 11 and 12. See notice in *English Teachers' Journal*, 33, May 1986. Publisher: Kernerman (December 1986: now published and available).

★ *Ready to Speak* by Ruth Baratz and Crystal Horwitz: prepares pupils for the new Oral Bagrut examination. ★*Ties* by Gabi Shoshani, Rivka Bar-Hama and Arlyne Gozali: textbook for Bagrut-level pupils in Grades 11 and 12 (see article "The Approach to Grammar" in this issue of the *English Teachers' Journal*).

A number of other textbooks for Bagrut-level pupils in Grades 11 and 12 are now in preparation.

Also due to be published are two collections of past Bagrut examination papers:

★ *Bagrut Examinations 1983–1986, FIVE Points*, including texts of the Listening Comprehension tests.

★ *Bagrut Examinations 1983–1986, FOUR Points*, including texts of the Lstening Comprehension tests.

Cassettes of the Listening Comprehension tests are available at the Pedagogical Centres of the Ministry of Education and Culture.

Listening Comprehension cassettes — "Pedagogical Pop" and "Short Stories"

These BBC programmes were very successfully broadcast to schools (Grades 9 and 10) as part of the Kol Yisrael School Broadcasts programmes. These broadcasts are now available on cassette and can be borrowed from the Pedagogical Centres of the Ministry of Education and Culture.

Publications of the English Inspectorate

English Teachers' Journal, No. 33 (May 1986)
English Teachers' Journal, No. 32 (December 1985)
English Teachers' Journal, No. 31 (April 1985)
English Teachers' Journal, No. 30 (July 1984)
English Teachers' Journal, No. 29 (December 1983)
Teaching English to Less-Able Learners
Bagrut Examinations 1983–1986 (separate collections for 5 Points and 4 Points)
Teaching the Pedagogical Grammar of English (second edition, 1986)
The *Guide to the Oral Bagrut Examination*, the textbook *Translation from English to Hebrew* and a collection of past GEMER examination papers are also available from GOOD TIMES publishers and ERIC COHEN Ltd.

These publications are available from:
Eric Cohen Books Ltd., 5, Hankin Street, Raanana (052-31725, 453206)
Eric Cohen Books Ltd., Shop 320, Floor E, Clal Building, Jerusalem (02-241773)
Atlas, 49, Tshlenov, Tel Aviv (03-378901, 377890)
Bettelheim and Tamir, 34, Nordau, Haifa (04-641666, 667045)
Rodik, 25, Gershon, Beer Sheba (057-32000)
Greenbaum, 59, Jerusalem, Safad (067-30249)
Atlas, 4, Shoshan, Jerusalem (02-247746)

Newspapers in Simplified English

The GOOD TIMES Publishing Company issues the following monthly newspapers:
ABC Times — for Grades 5, weaker 6, good Grade 4.
Sunshine — for Grade 4.
Just For You — for Grades 6 and weaker 7.
Good Times — for Grades 7, 8, 9.

Address: GOOD TIMES, POB 3576, Jerusalem 91035. Tel: 02-525353.

THE JERUSALEM POST publishes the following monthly newspapers:
Hey, There! — for Grades 7–9 and less advanced older pupils
Student Post — for Grades 10–12.

Address: THE JERUSALEM POST, POB 81, Jerusalem 91000. Tel: 02-551616, Ext. 218.

Publications Available from the National Pedagogic Centre

To order the following material, telephone first to check the current price — 02-38331, 02-238334, 02-238348. Payment is by means of Post Office Bank Account 0-10410-5, payable to "National Pedagogic Centre, Ministry of Education" (המרכז הפדגוגי); send a copy of the receipt to Mr Ezra Mizrahi, National Pedagogic Centre, Ministry of Education and Culture, Jerusalem 91911. Remember to indicate which publication you are ordering and the name and address to which it is to be sent!
Jewish Festivals: suggestions for teachers Grades 5–9 (not a textbook for pupils)
English Songbook: songs and explanations, Primary and Secondary levels
CASSETTE — ENGLISH SONGS: Cassette of songs above
CASSETTE — LISTENING COMPREHENSION BAGRUT TESTS (1979–1983)
CASSETTE — LISTENING COMPREHENSION BAGRUT TESTS (1983–1986)
VIDEO CASSETTE — ORAL BAGRUT (Ramat Hasharon school, 1985)
VIDEO CASSETTE — ORAL BAGRUT (Gimnasia Ivrit school, 1986)
CASSETTES — Pedagogical Pop & Short Stories (borrowing only; not for sale)

THE ORAL BAGRUT ("BATTERY") EXAMINATION — FEEDBACK FROM 1986 AND PROGRAMME FOR 1987

by *Raphael Gefen*

The new "battery" oral examination was introduced this year, 1986, in a modified format: only Station One (interview and extended speech) and Station Two (role play and "literature") operated, although a longer time (9 minutes for each Station) was devoted to each than was originally planned. Station Three (group discussion of four pupils) was cancelled as a result of there not being a sufficient number of examiners and because of logistic difficulties, and will be introduced at a later date.

The feedback from the examination (see also LETTERS TO THE EDITOR in this issue of the *English Teachers' Journal*) indicates the following:

(i) Positive Pedagogical Backwash

The new test had a very positive educational backwash on the teaching of English in schools: teachers and examiners (even those who for one reason or another are unhappy at the greater stress being placed on oral activities) *all* pointed to the greater motivation for and interest in oral activities in class, including pair work, group work, oral discussion etc. From an educational point of view, therefore, the new test has been a great success: the aim of expanding and emphasizing the oral skills has been attained, and teachers report that this increased emphasis is being felt in the lower Grades as well, so that in the coming years the battery oral test will not be a novelty, requiring special "examination-preparing" attention at the expense of the other skills, but a natural culmination of regular classroom activities.

(ii) Logistic Difficulties

Difficulties were mainly logistic in character, schools having to "match" examiners and schools in order to find times convenient for all; where the examination took place during the Passover vacation, there were no such problems.

(iii) Need to Train More Examiners

Because of a shortage of examiners, and the consequent need to recruit examiners at the last minute, often teachers who themselves did not feel that they were suitable "examiner-material", a number of examiners were untrained (i.e. had not attended the examiner-training sessions), undertrained (i.e. attended but did not participate) or had attended but still went their own way, giving subjective assessments (i.e. not according to the Marking Scales provided) and/or improvising their testing behaviour and not adequately preparing themselves for the various sections of the test (see LETTERS TO THE EDITOR in this issue). This was a passing phenomenon and examiner performance can be expected to improve this coming year, with the experience of this year's test behind them. However, an intensive campaign is now being conducted to recruit and train more examiners; examiners currently on the roll will also be attending tester-training sessions.

(iv) Three Point Examinees

These weak learners found the new test too much to cope with. Even with the aid of pictures and a bonus mark, most examinees (not all — some examiners were pleasantly surprised) did much too poorly.

(v) Literature Test

The literature test was welcomed by almost all teachers and examiners as providing an opportunity for the discussion of social and personal issues arising from the material studied, but a frequent complaint by teachers was the almost exclusive focusing by examiners on purely literary aspects, WHICH ARE NOT REQUIRED BY THE SYLLABUS AND WHICH, TAKEN TO THE EXTREME EXHIBITED BY MANY EXAMINERS, GO COUNTER TO THE COMMUNICATIVE, PRACTICAL SKILLS, PROFICIENCY-BASED AIMS OF THE SYLLABUS. Questions involving the literary analysis of a story etc. are supposed to be asked only of 5 Point pupils and only at the top level of questioning! Even worse was the insistence on the part of some examiners on a *specific* literary interpretation! It is regrettably clear that some teacher-examiners are still too literature-analysis orientated, and seized this opportunity to turn away from the communicative skills approach of English teaching in Israel. Examiners must realize that questions related to literary analysis are meant for the more advanced learners of the 5 Point level (i.e. NOT ALL OF THE 5 POINT EXAMINEES EITHER!); and even then, they should accept a different literary interpretation from the one they hold.

A further point made was the size of the literature syllabus, which is too big to enable adequate preparation for an oral test.

(vi) Extended Speech ("Monologue")

A number of examiners mentioned that many pupils were having difficulty with the 3-minute monologue: this is an important skill and involves the pupil being able to describe a film, book, TV programme, historical figure or modern personality, analyze a social issue, narrate imaginatively (e.g. retell a story in the literature syllabus from another point of view), explain the significance of a picture (e.g. in the "Guide"), etc. Teachers should devote a great deal of attention to fostering this skill, through oral homework (recording on a cassette), pair work, group work, pupils "lecturing" to the whole class, etc.

(vii) Speaking as a Complex of Skills

Finally, many examiners' reports seem to indicate that a number of examiners relate to speaking as if it were a single skill and are not yet fully convinced or aware that there are as many subskills in speaking as there are in writing. Tester-training sessions will have to focus on this issue, since one of the justifications of the battery test is the claim that different Stations (and different sections within each Station) are required to test the different subskills.

PROGRAMME FOR 1987

(As decided by the Minsitry of Education on the recommendation of the English Advisory Committee):

1. The format for 1986 will be retained, i.e. Stations One and Two only. Station Three (group discussion) will probably operate in 1988, if enough examiners are available.
2. The *full* programme will be adopted (i.e. not the minimal programme of 1986) —
   5 Points: 30 pictures, 25 role plays
   4 Points: 30 pictures, 20 role plays
   3 Points: 20 pictures, 12 role plays (see next paragraph)
3. The THREE Point examinees will NOT be tested according to the "battery" test, but will revert to the old style format of a ten-minute test given by one examiner and worth 10% of the total mark. The 10-minute test will consist of an interview, the description of a "set" picture and then a "set" role play.
4. The *Guide to the New Oral Bagrut* by Hazel Camron will be the syllabus for the 1987 test.
5. The literature syllabus will be shortened and will be as follows:
   5 Points: (a) one of the set plays *and*
   (b) four of the set short stories and/or non-fiction prose pieces (i.e. a *total* of four) *and*
   (c) ten of the set poems
   4 Points: (a) one of the set plays *and*
   (b) two of the set short stories and/or non-fiction prose pieces (five of the set poems may replace one of the stories or non-fiction pieces)

   Technical schools may be tested on Technical English texts (six texts of about 500 words each) or the 4-Points programme about ("non-fiction" may mean Technical English articles) or two short stories and two Technical English articles. The test will be on half of the above Reading syllabus: 4 Points — either (a) or (b); 5 Points — EITHER a play and a story/non-fiction piece or a play and five poems OR (b) and 5 poems, the choice being that of the examiner appointed by the English Inspectorate.
6. Examiners may deduct one point in the "Literature" section if the pupil displays a marked lack of English proficiency; however, the Reading Scale is meant for the evaluation of Content knowledge essentially.
7. Guidelines will be published for examiners, especially for the literature section, requiring them to test "literary competence" only after a structured progression

through the lower levels of the Marking Scale; literary interpretations different from those held by the examiner will be accepted. No knowledge of literary terminology will be expected.

8. Guidelines will also be published for the "Extended Speech" section, in which the various speech styles expected in these "monologues" will be listed (e.g. reports, descriptions, viewpoints, instructions, explanations etc.); examiners will allow examinees to jot down some notes on the announced topic before speaking for 3–4 minutes (e.g. the pupil may be allowed to sit in the examination room preparing his "speech" while the preceding pupil is being tested).
9. The set pictures will be retained as optional stimuli in the interview (compulsory for 3 Point examinees); other pictures from the GUIDE can serve as stimuli for the "monologue", at the examiner's discretion.

ORAL BAGRUT 1988

The full implementation of the test will, it is intended, take place in 1988. It will consist of three Stations, as originally planned. Many examiners and teachers have suggested that the 1988 test itself should be "spontaneous" (i.e. no set syllabus, except for the literature), and the book *Guide to the Oral Bagrut*, with its lists of pictures, role plays and group discussions, should serve as "teaching aids" only. TEACHERS ARE ASKED TO RESPOND IMMEDIATELY AND INDICATE WHETHER THEY FAVOUR A "SPONTANEOUS" EXAMINATION OR A SET SYLLABUS (AS NOW). In any case, the GUIDE is now being rewritten, with some changes in the pictures, role plays and group discussions to make them more "up to date", and any suggestions for these topics etc. would be very welcome. Please write without delay to: Raphael Gefen, Chief Inspector for English, Ministry of Education and Culture, Jerusalem 91911.

EVALUATION OF THE NEW ORAL BAGRUT TEST, 1986

(Summary of conclusions based on projects conducted by students of a research methods class, Tel Aviv University)

by *Elana Shohamy*

Background

The 12 students in this class were divided into 6 teams, each team taking upon itself to evaluate the administration of the oral tests in a given school.

During the course, the students formulated the research questions, developed the instruments and prepared strategies for their analysis. The instruments included questionnaires to teachers, testers and students, interviews with Principals, teachers and testers and observations of the actual administration of the test. In addition, student grades on the test and in English in general were collected.

We invited Mr. Raphael Gefen to the last class session, and students reported the results of their evaluation. Although the results are based on 6 sites only they do provide some indication of the implementation of the new oral tests in the different schools.

Conclusions

1. Strong backwash effect on teaching: students and teachers claimed that they were teaching/learning more speaking in a variety of ways — discussions, group work, debates, etc. This was especially evident in the school which had participated in the earlier experiments.
2. No evidence of increased spread of scores and of lower means; however better evidence of a spread was found in schools where teachers had been trained.
3. Strong resentment at the inclusion of literature in the oral exam; many do see the value of testing literature, but they would rather see it tested in the written exam.
4. Test created strong anxiety among students and teachers, but it disappeared after they experienced the test and claimed that it had seemed more difficult than it really was.
5. Teachers and students felt they needed more guidelines on how to prepare for the test.
6. Testers who were not trained violated drastically the rules of the test; for example, some of them never used the rating scales.
7. A number of problems came up with the monologue; there were no clear instructions on how to administer it, and there was not enough content which students could "monologue" about.
8. There is some confusion about the use of the pictures.
9. The yellow booklet was not very effective because it did not have procedures for testing the oral interview as well as the other tests, and most students simply learned by heart the contents of the pictures. Students in the Arab sector complained that there were not enough pictures concerning Arab society.
10. Principals in general were favorable to the test and did not complain about organisational difficulties.
11. In general, teachers and students all claimed that they felt that the test reflected their true abilities in speaking English.

Recommendations

1. Revise booklet, so that it reflects more situations and contains clear guidelines as to the nature of each Station as well as the meaning of the rating scale. In general, provide more guidelines.

2. Each tester *must* go through training sessions and the use of the model video should be encouraged.
3. Solve the literature problem either by moving it to another test, the written part, or giving clearer guidelines as to its nature, purpose and evaluation. But it is definitely a problem.
4. Provide more content to the monologue, or take that part out completely. (Interestingly, Arab schools saw that part as the most valuable of the whole test.)
5. Avoid last minute changes in the structure of the test; teachers and students get confused and this tends to increase the level of anxiety.
6. Give teachers better guidelines on how to teach speaking in the classroom, activities, tasks and procedures for evaluation. Also, students should get better guidelines on how to prepare for the test.

ENGLISH TEACHERS' ASSOCIATION OF ISRAEL (E.T.A.I.): GENERAL REPORT

by *Ephraim Weintraub*, National Secretary

The school year 1985-6 was a relatively quiet year for ETAI generally, spent consolidating the efforts invested during the 1985 International Conference. The executive committee devoted much of its time to strengthening the organization's infrastructure and long-term planning. It is our hope that this forthcoming year 1986-7 will see the fruits of this planning. Much of our attention in this new year will be given over to the 15 branches.

Although the various conferences are the focal points of activity, the branches constitute the solid foundation of ETAI. They function on a regional basis, meeting from two to five times a year. Each branch committee plans its activities according to its own needs and desires. Activities may be based on local "talent" or speakers invited from outside centers. This framework provides a rare opportunity for teachers in a specific area to get together, exchange opinions and discuss professional matters on an informal basis. It seems clear that members have as yet not fully exploited this framework and future activities could well be in the direction of the small group led by Ellen Gordon of Jerusalem meeting to discuss problems of teaching English-speakers. This group has already been meeting for over a year, a fact which speaks for itself.

It seems clear that similar special-interest groups conducted on a local or national level could answer specific needs of defined groups. One could imagine such groups working on areas such as teaching the first year in primary schools, "gemer" classes in the high school, creative writing etc.

An offshoot of the recent ETAI summer school was a meeting in August of teachers who had attended a workshop on the use of songs in the TEFL class and had decided to pool material and develop resources. People who have ideas and material and are interested in participating should contact Sara Shaltiel (08-745650) or P.O.B. 2063, Rehovot, or Ephraim Weibtraub (02-812134) or P.O.B. 7663, Jerusalem.

Besides the National Summer Conference held on the Hebrew University Mount Scopus campus in Jerusalem, a very successful Winter Conference was held at the Levinsky Teachers' College, which attracted over 300 participants. This year's winter conference will be held in the Tel Aviv area. An addition to the ETAI calendar will be the Spring Conference to be held in Haifa during the Pessach vacation. **Members will be notified of dates and venues in due course.**

Where previously teachers paid separate fees for attending local branch meetings and national events, it has been decided to simplify matters by charging a global national membership fee of twenty five shekels which will include (1) the national conferences (2) local membership (3) subscription to the *English Teachers' Journal* (4) information from an ETAI Newsletter (5) Members (orange card holders) being given priority in consideration for scholarships by the British Council. Only paid-up members will be informed of and invited to national conferences. People wishing to join can send a check to ETAI, P.O.B. 7663, Jerusalem, or pay at national events or at local branch meetings.

ETAI has recently come to an agreement with the National Institute of Testing and Evaluation (N.I.T.E.) whereby ETAI members may participate in a course on language testing in the classroom. This series of lectures is recognized for "Gmul Hishtalmut". The specially-reduced price for attending this series is fifty shekels. Those interested in participating can contact Dr. Isabel Berman (who gave two very successful workshops at this year's ETAI Summer Conference) at N.I.T.E., 4, Rabbi Ash, Jerusalem.

During the Sukkot vacation, ETAI branch leaders took part in a stay-over seminar with leading TEFL trainer and teacher Gillian Sturtudge (UK). Professor Chris Edebhoff (Germany), one of the leaders in teacher training in Europe also addressed participants. This exciting meeting was made possible through the good offices of The British Council.

In mentioning the British Council, one cannot forget the fact that over the past five years they have been instrumental in facilitating the visits of many top-ranking TEFL figures and bringing ETAI into contact with Marian Geddes, Michael Swan, W.J. Littlewood, Dick Allwright and others. They have not only encouraged ETAI but actively aided in financing and backing ETAI projects, the latest of which is the establishment of the ETAI office.

The Jerusalem Post (and its subsidiaries — *Hey There* and *Student Post*) have been more than helpful in making their computer services available to us in establishing our computerized mailing and membership list.

The Ministry of Culture and Education has kindly assisted in many ways.

Eric Cohen Books, too, have aided ETAI by generously sponsoring our brochure and mailing the conference circular.

Last but certainly not least, our sincerest thanks must go to Ian Seaton, the Language Officer of the British Council, who has proved not only to be invaluable in advice and assistance but even more a great and warm friend. He has always had the right word at the correct place and those who have worked with him have found him an inspiring example.

This year is one of great importance for ETAI. We hope that with your active participation, we will be able to consolidate, improve and expand this organization catering for the needs of all English teachers here. If 1986-7 is to be the Year of the Branches, we will need your ideas, participation and readiness to bring this to fruition.

Our best wishes for a successful and happy year.

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Ashkelon: Judy Dobkin, 051-39492 (Home); 051-22157 (Work)
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E.T.A.I. SUMMER CONFERENCE, JERUSALEM, 9–10 JULY, 1986

Over the past six years the ETAI summer conference has become one of the highlights in the Israeli TEFL Calendar and this year's conference held at the Hebrew University in Jerusalem proved no exception.

Over six hundred teachers registered at the School of Education on the Mount Scopus campus for what were two crowded days of study and exchange. The 1986 convenors (Valerie Jakar and Natalie Hess) planned a varied range of workshops, discussion groups and frontal lectures which aroused the interest of teachers eager at last to be on the receiving end after an arduous school year.

Due to the limited capacity of halls on Mount Scopus, the opening plenary was conducted in 2 parallel sessions with Raphael Gefen, Chief Inspector for English, and Ian Seaton of the British Council addressing packed halls. Mr. Gefen later led a spirited discussion about results and findings relating to the new oral Bagrut, an event which occupied many teachers this year.

The conference theme 'Looking Beyond' endeavoured to provide the teacher with food for thought on a wide spectrum of subjects from new textbooks to role play to testing in the classroom. Integral to this there was the notion of moving beyond the restriction of subject matter to issues such as Adolescence, Democracy and Arab-Jewish relations.

The enthusiastic response of participants confirmed the convenors' conviction that ETAI conferences attract a serious deep-thinking audience. All in all, over forty workshops were offered. An innovation was the introduction of the Marking session where participants gave brief (5 minute) expositions on projects, ideas and experiences which they thought interesting and relevant. The crowded rooms were clear testimony to the interest they aroused.

Leo Jones, our British Council guest lecturer, was a focus of interest for teachers of all sectors. His innovative articles and books have long been known to many TEFL teachers but the opportunity of meeting up with the author is always exciting and Jones with his interesting and stimulating address prompted one participant to confide "I can't wait to try it out in class."

A literature panel conducted by Professors Ellen Spolsky and Harel Fisch sealed what had been an intensive two days of meetings.

However, not all the summer conference could be considered work. The British Council generously invited participants to a late afternoon reception while Eric Cohen Books invited all to a sumptuous cheese and wine evening. One should also mention the Ashkelon Bagrut Theatre and Susy Miller's sing-song lunch time performance.

ETAI Summer 1986 was a large warm gathering. Participants went home satisfied and interested. We are sure that the annual encounter will leave conference goers with plenty to think about. ETAI Summer 1987 will hopefully be as good.

GRAMMAR LEARNING AS PART OF FOREIGN LANGUAGE ACQUISITION

by *Raphael Gefen*

Teaching grammar is now back in fashion, after the excesses of the so-called "communicative approach" and especially of the extremist applications of the "functional-notional" school, which often advocated "fluency" (the communicative approach) or "appropriacy" (functional-notional) at the expense of "accuracy"; the abandonment of the "accuracy" of structures has all too often been at the expense of ***meaningful*** language, since the correct choice of a verb tense, or even correct word order, is obviously part of the meaningful production or comprehension of the foreign language. Many teachers are totally unaware of this swing of the pedagogical pendulum away from grammar (could it have been part of the alienation of modern linguistics — or at least the transformational-generative school — from any kind of usable classroom syllabus?), and continued to teach grammar "traditionally" or "audio-lingually" and so now find themselves back in a mainstream which they never realized they had left. However, some Israeli textbooks certainly have neglected grammar too much; and teachers have been dissatisfied with this neglect. It was a case of the pendulum swinging too far; audio-lingual textbooks (such as those published in Israel in the 1960s) were as guilty as "traditional" ones of viewing foreign language teaching as essentially if not exclusively a process of teaching grammar. The pendulum has now swung back towards teaching grammar again, but as part of a wider context of meaningful communication.

Grammar is the Organization of Language

Grammar organizes language and as such is central to the language teaching process; some elementary communication is possible with isolated words or phrases alone, but any serious learning must be based on a structural syllabus, *as long as vocabulary teaching is also stressed to an equal extent*. Grammar and vocabulary are the central components of the "accuracy" part of a syllabus teaching "communicative competence" (the other components of "accuracy" being pronunciation, the four skills of speaking listening reading writing, discourse and the ability to contrast with the mother-tongue). Grammar comprises morphology (the structure of the word) and syntax (the structure of the phrase, the clause, the sentence and the discourse utterance); as such it is part of "accuracy" rather than "fluency" and, using currently-popular jargon, belongs to "learning" rather than "acquisition", although most teachers and probably most applied linguists would claim that genuine grammar learning for use (rather than for analysis, "rules" or "usages") becomes "acquisition" (i.e. automatic, subconscious choices of structures without cognitive rule-formulation), such as is possessed to a much higher degree by the native speaker. This is my contention too.

A Descriptive Grammar of Educated Native-Speaker Usage

This kind of "communicative grammar teaching" has to be *descriptive* rather than "prescriptive"; it must teach the Standard English used by the majority of educated native-speakers on both sides of the Atlantic Ocean today (as stated in the English Curriculum for Schools, Ministry of Education, State of Israel). This means in practice that prescriptive rules of English laid down long ago by Latinate scholars no longer apply if they conflict with Standard English as qualified above: "It's me", and "Who are you looking at?" are two examples of *correct* English. Of course, teachers must be normative and not place themselves in the vanguard of language change (e.g. not to adopt the tendency today in spoken English to use WILL after IF in its "plain future" meaning rather than "volition"); they must be conservative, since the foreign learner of a language can never be absolutely sure of the appropriacy of his utterances, and a more formal style and a somewhat conservative grammar will serve as an entry into most levels of society. Expressions like "At whom are you looking?" or "It is I" are not current usage, except in very limited pedantic circles.

This "prescriptive" teaching of obsolete rules is not only done by teachers whose own grasp of the language is still rather insecure, but often by native speakers of English who have not studied linguistics and the structure of English as a foreign language and who therefore fall back on half-forgotten "rules of linguistic etiquette", taught them long ago by their own elementary school teachers (or by various edifying family magazines), which more often than not conflict with their own language use outside the classroom. "Applied English Linguistics" is or should be the central academic discipline of English teachers. Every language is always changing and, within the limitations mentioned in the above paragraph, teachers must teach current usage. Kelly quotes from "The Grammar of English Grammar" (1884) by G. Brown, who militated against the new usage of the late nineteenth century, the Progressive Passive: "As to the notion of introducing a new and more complex form of conjugation, as 'The bridge is being built'.... it is one of the most absurd and monstrous innovations ever thought of... This is certainly no better English than 'The work was being published, has been being published, shall or will be being published' and so on, through all the moods and tenses. What a language shall we have when our verbs are thus conjugated!" In other words, the grammar of a language is always in a state of change, and "traditional grammar" is often blamed these days for teaching these "new" structures above — the Present Perfect Progressive Passive, the Future Progressive Passive and other infrequent (though certainly possible) forms — as paradigms (i.e. "conjugated").

Pedagogic Grammar = Graded and Partial

However, this descriptive grammar has also to be *pedagogic* rather than *scientific*; in other words, it has to be *graded* (not massive simultaneous exposure to a large variety of structures, as in mother-tongue situations or often in "Direct Method" or "functional-notional" materials) and is *partial* in selection and explanation. Thus, the exhaustive treatment of varieties of the noun plural or noun gender found in traditional grammar books is quite unnecessary. These books are not even "scientific" (i.e. exhaustive), since the essential rule of noun pluralization is usually ignored, i.e. "plural s" is variously pronounced as /z/, /s/ or /iz/, according to its phonetic environment.

Being "graded" does not mean that new forms should never appear in a text unless they have been thoroughly taught beforehand. It is good pedagogic practice to expose learners to a new grammatical form (or, indeed, lexical item) in a context wherein its meaning can be inferred, before it is "taught" in class. This very well-known pedagogic practice has been "elevated" by Stephen Krashen (also "responsible" for "discovering" the differences between "formal" and "informal" language learning and retitling them "learning" *versus*(!) "acquisition") into a "principle" of "i + 1" ("interlanguage" = present knowledge, to which is added "*one* level" of new contextually-comprehensible material).

As stated above, a pedagogic grammar is also "partial" not only in the exclusion of rarer forms from the syllabus, but also in the explanation: a pedagogic grammar is full of half-truths. For example, a pedagogic grammar will not only "decide" that there exists a "future tense" in English (a long-standing subject of dispute among linguists) but that this tense is expressed by means of WILL (with SHALL being taught as an offer rather than as a first person future). This decision is economical and also reflects the usage of the majority of educated native speakers. Another example of a partial grammar is treating HAVE as a "regular" verb in the interrogative and negative (i.e. DO WE HAVE TO LEARN THIS? NO, WE DON'T HAVE TO.) and not as an anomalous finite (HAVE WE TO...? NO, WE HAVEN'T TO.).

Should We Teach Grammar in Grades Four and Five?

I doubt very much whether there is any value in teaching grammar, whether as "rules" or "patterns", to these young beginners. I would argue that they do not yet possess the necessary abstract cognitive abilities required: for them, grammatical forms might most profitably be taught as individual lexical items, so that the learners become accustomed to the actual meaningful and correct use of these items before they learn the rules involved. Drilling the differences between the Present Simple and the Present Progressive to these young beginners is probably a waste of time for most of them and will lead to frustration, boredom and failure. The same probably applies to very weak learners in secondary schools (C Stream or the equivalent).

Against Teaching Grammar as a Separate Subject

In order to ensure that the correct application of grammatical forms be part of a learner's linguistic performance / habits / use and not just competence / "knowledge" / rules, which he / she might "know" if asked for grammatical information or tested in a formal examination but not use in actual production or comprehension, grammar should be integrated with all the other language activities and not taught as a separate subject or lesson. I wish to suggest that there is very little value in teaching grammar for its own sake: instead, a language text should be exploited for vocabulary, reading/listening, speaking/writing — and for grammar. In this way, the structure is met in a meaningful context; and a good textbook should, therefore, also contain adequate grammar teaching sections based on the language texts presented. The role of a separate "grammar book" of rules, explanations and drills should, in my opinion, be limited to:

a. the upper grades only (for review purposes)
b. remedial work for specific structures (i.e. not going through the book systematically from cover to cover)
c. additional drills where necessary.

Many authorities have argued (from Michael West onwards) that most grammar teaching is worthless where it is not integrated with the other language "arts" — as a separate subject or lesson it is disliked by pupils and probably by teachers too (except the lazy ones: as Michael West remarked over forty years ago — when a teacher is at a loss what to do, he teaches grammar). Grammar taught in this unintegrated fashion is soon forgotten, often confuses the learner and, in the worst case, turns him/her against learning the language as a whole.

Learning Grammar Helps in Acquiring the Language

Summing up this whole argument, then, grammar must be taught/learnt, otherwise the pupils are forced to engage in a confusing and uneconomical task of trial and error — "hypothesis-testing" (guessing from the context) is not always necessarily a positive learning strategy, although it should be encouraged of course within limits ("i + 1"). Learning grammar helps to establish correct habits and prevent wrong habits, by shaping linguistic performance through a process of "trial and success"; this is certainly better than having to spend so much time on correcting errors and eradicating these wrong responses. Learning grammar involves both the cognitive perception of the correct choice of structure and also an automatic response, i.e. using the correct form without continuously "monitoring" oneself to make sure one has chosen the structure required.

The most appropriate format for learning the grammatical "rule" is via a sentence pattern, which thereby unites competence and performance, knowledge and use. The sentence pattern (a model sentence which can then be modified, varied and combined with other sentences) is both the exposition of a rule and an example of meaningful language. "Pattern Practice", long the object of ridicule by adherents of both the "cognitive code" and the "functional-notional" schools, is now experiencing a comeback, having shed the meaningless parrot-like excesses of its audio-lingual progenitors; nowadays, it is always in a meaningful context, relevant to the learners concerned and above all not done to excess.

Inductive Not Deductive

"TELL ME, I FORGET; SHOW ME, I UNDERSTAND; INVOLVE ME, I REMEMBER AND CAN USE" — this educational adage, probably applicable to all subjects in the curriculum, is the core principle of the INDUCTIVE approach in teaching grammar. Proceeding from the example to the rule and if possible arriving at the rule though discovery-learning procedures are far more likely to impress that rule on the long-term memory of the learner than the alternative DEDUCTIVE approach of "rule to example". The pattern-generalizations and rules serve to consolidate what has been met and demonstrated before in a language text (e.g. a chapter in a textbook which presents a communicative situation and in that meaningful context also teaches a grammatical structure, e.g. "Pollution" as the theme, "Passive Voice" as the grammar). The procedure recommended today is to proceed from the data (examples) to the rule and then to creative use of the pattern in a genuine communicative interchange. The generally-held view is that the inductive method is better than the deductive, since the student will learn more rapidly and retain more persistently what he has discovered for himself. Wilga Rivers expresses this position succintly: "First, the structure should be met several times in contexts where its relationship to the design of the language may be observed and its meaning inductively absorbed from its use in such varying situations"; Comenius, the seventeenth-century educator whose advice is so telling today and whose views indicate that many twentieth-century "pedagogical revolutions" are really just technological improvements and not advances in actual knowledge, stated (1648): "All things are taught and learnt through examples, precepts (R.G. — i.e. rules) and exercises. The example should always come first, the precept should always follow, and imitation should always be insisted upon".

However, this inductive approach seems not to work with some pupils, who are only at ease when they see the rule before them. Adult learners, impatient and seeking "short cuts", seem to prefer the deductive method of approaching the data *after* they know what they are looking for. Many pupils in "scientific" or "technological" classes also appear to prefer this kind of reasoning and analysis. And weak learners, especially those generally categorized as "socially-disadvantaged", cannot "see the wood for the trees" and have to have their attention directed to the rule rather than engage in "discovery-learning" and "hypothesis-testing" (this applies to vocabulary teaching also). Teachers will complain that they have both "inductive" and "deductive" learners in the same class — in which case both approaches have to be undertaken in the same lesson (begin inductively but pass as soon as possible to the "rule" and then proceed to creative use).

Grammar Follows Vocabulary

Another principle to be followed in teaching grammar is to make sure that the vocabulary items (or, for that matter, the subject matter of a text if it is intellectually challenging and adds to the pupils' knowledge of the world) should be familiar before the grammar point is studied and drilled. This is a potential danger (i.e. unfamiliar vocabulary) of a separate grammar book. Grammar work should be behind the other language work; this is especially so with "recognition grammar", whereby grammatical forms are met in a text before they are systematically taught. These "recognition grammar" items are explained in passing or have their meaning "guessed" from the context and serve as the "i + 1" stage described above: here too, vocabulary and content should be already familiar, otherwise the learning load is too heavy and confusing.

Grammar Must Be Meaningful

Finally, grammar must be associated with reality, thoroughly understood, relevant and in a communicative context: hopefully, this will ensure that the structure is not forgotten as soon as the pupil finishes the test. In practice, this means the demonstrating and dramatizing of grammatical forms (e.g. prepositions, tenses, Reported Speech), using visual aids, memorizing dialogues, creating a linguistic context which is also a communicative context (asking questions or setting a spoken or written assignment that forces pupils to use the Present Perfect, modals, etc.), discussing the rule with the class (eliciting from them the rule on the basis of the examples in the text, or other forms of "consciousness-raising") and, last but not least, eliciting from the pupils the mother-tongue equivalent of the grammatical structure in English. Getting pupils to tell the teacher how they would say it in Hebrew/Arabic is the acid test whether a structure has been learnt, for unless the pupil knows what the mother-tongue equivalent is, he/she will tend to avoid it in English or use incorrect forms.

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TEACHING GRAMMAR

by *Penny Ur*, Kibbutz Machanayim

Introductory Note

Like many other teachers and methodologists, I have been having second thoughts in the last year or two about the communicative approach in general and about the swing against formal grammar teaching that has accompanied it in particular. Most teachers, even at the height of the pro-communication movement, have continued to teach grammar in some form or other, even if this was not formally catered for in the textbook; and it seems to me that they were right to do so. There *is* a place for grammar-teaching in an English course, though not necessarily the central, all-important place it occupied in the methodology of fifteen or twenty years ago; and there is certainly no logical reason I can see why grammar-teaching should not be integrated into a fundamentally communicative methodology.

With these ideas in mind, I approached the Cambridge University Press and suggested they might let me write a book for them on the subject. They were delighted with the idea — apparently there is quite a demand for such a book — and only expressed (tactfully!) some doubts as to whether I could cope with such an ambitious project on my own. They are letting me try, anyway; and I would like to share with other readers of ETJ some of my first thoughts on the subject, as expressed in a draft of an early chapter. Please let me have your reactions: my address is Kibbutz Machanayim 12315.

1. The Place of Grammar in Language Teaching

There is no doubt that a knowledge — implicit or explicit — of grammatical rules is essential for the mastery of a language: you cannot use words, or bits of words, unless you know how they should be put together. But there has been some discussion in recent year's of the question whether we have to have "grammar exercises". Is it not more desirable and effective for students to imbibe the rules intuitively through communicative activities than to be taught through procedures consciously and overtly aimed at learning grammar?

My own answer to the last question is either a straight "no" or at least a cautious "not necessarily". The fact that a learning process is aiming for a certain target behaviour does not necessarily mean that the process itself should be composed entirely of imitations of that behaviour — not, at least, within the framework of a formal course of study: the ability to communicate effectively is probably not attained most quickly or efficiently through pure communication practice in the classroom.

In "natural learning" — such as the learning of a first language by a child — the amount of time and motivation devoted to learning is so great that there is no necessity for conscious planning of the learning process: sooner or later the material is absorbed. However, in a formal course of study, there is much less time available, and often less motivation, which means that learning time has to be organized for optimum efficiency. This means preparing a programme of study — a syllabus — so that bits of the total corpus of knowledge are presented one after the other for gradual, systematic acquisition, rather than all at once. And it means also preparing an organized, balanced plan of classroom teaching/learning procedures through which the students will be enabled to spend at least some of their time concentrating on mastering one or more of the components of the target language on their way to acquiring it as a whole. These "components" may be things like spelling or pronunciation or vocabulary — or grammar.

Grammar, then, may furnish the basis for a set of classroom activities during which it becomes temporarily the main learning objective. But the key word here is *temporarily*. The learning of grammar should be seen as one of the *means* of acquiring a thorough mastery of the language as a whole, not as an end in itself. Thus, although at an early stage we may ask our students to learn a certain structure through exercises that concentrate on virtually meaningless manipulations of language, we shall progress as soon as possible to activities that use it meaningfully; and even these activities will be superseded eventually by general fluency practice, where the emphasis is on successful communication, and any teaching of grammar takes place only as incidental to this main objective.

2. What Does Grammar Teaching Involve?

Before planning the organization of our teaching, we need to have clear in our minds exactly what our subject-matter is: what sort of things are included under the heading "grammatical structures"?

When we teach a structure, we are — or should be — getting our students to learn quite a large number of different, though related, bits of knowledge and skills: how to recognize the examples of the structure when spoken, how to identify its written form, how to produce both the spoken and written forms, how to understand its meaning in context, and produce meaningful sentences themselves by using it. All these 'bits' may be presented in the form of a table thus:

ASPECTS OF THE TEACHING/LEARNING OF STRUCTURES

	FORM	MEANING
Listening	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
Speaking	Production of well-formed examples in speech	Use of the structure to convey meanings in speech

Reading	Perception and recognition of the written form	Comprehension of what the written structure means in context
Writing	Production of well-formed examples in writing	Use of the structure to convey meanings in writing

Some teachers have a tendency to concentrate on some of these and neglect others: some, for example, place too much emphasis on producing correct forms, and not enough on using them to communicate; or they practise grammar mainly through reading and writing and do not do enough oral work. It is very important to keep a balance, taking into account, of course, the needs of the particular class being taught.

Another complicating factor is the sheer variety of all the different structures that may be labelled "grammatical". Some have exact parallels in the native language and are easily mastered; other have no mother-tongue parallels but are fairly simple in themselves; while yet others are totally alien and very difficult to grasp. Some have fairly simple forms, but it may be hard to learn where to use them and where not (the definite article, for example); others have relatively easy meanings, but very varied or difficult forms (the past simple tense). Some involve single-word choices (*a/an/some*), others entire sentences (conditionals).

3. The Organization of Grammar Teaching

Any generalization about the "best" way to teach grammar — what kinds of teaching procedures should be used, and in what order — will have to take into account both the wide range of knowledge and skills that need to be taught, and the variety of different kinds of structures subsumed under the heading "grammar". One possible model that affords this kind of flexibility is described below. It divides into four stages as follows:

(a) Presentation
(b) Isolation and explanation
(c) Practice
(d) Test

(a) Presentation. The teacher begins by presenting the class with a text in which the grammatical structure appears. The aim of the presentation is to get the students to *perceive* the structure — its form and meaning — in both speech and writing and take it into short-term memory. Often a story or short dialogue is used which appears in written form in the textbook and is also read aloud by the teacher and/or students. As a follow-up, students may be asked to read aloud, repeat, reproduce from memory, or copy out instances of the use of the structure within the text. Where the structure is a very simple, easily-perceived one, the presentation 'text' may be no more than a sample sentence or two, which serve as models for immediate practice.

(b) Isolation and explanation. At this stage the teacher moves away from the context, and focuses, temporarily, on the grammatical items themselves: what they sound and look like, what they mean, how they function — in short, what rules govern them. In some classes the teacher may need to make extensive use of the students' native language to explain, translate, make generalizations and so on.

In more academic classes, or where the structure is particularly difficult for the students to grasp, this stage may take some time. However, where the structure is very simple, or very close to a parallel in the native language, or when the students tend to learn the language intuitively rather than intellectually, it may take only a minute or two, or be entirely omitted.

(c) Practice. The practice stage consists of a series of exercises done both in the classroom and for home assignments, whose aim is to get the learners to absorb the structure thoroughly; or, to put it another way, to transfer what they know from short-term to long-term memory. Obviously, not every grammar-practice procedure can "cover" all aspects of the structure; therefore the teacher will need to use a series of varied exercises which will complement each other and all together provide thorough coverage.

With a structure whose formal rules are difficult to grasp, the teacher might like to start by devoting some time to manipulation of the written and spoken forms without relating particularly to meaning. Such practice is usually given through exercises based on "discrete items", that is to say a series of words, phrases or sentences with no particular connection between them, except insofar as they exemplify the structure to be practised. Commonly found exercises of this type are:

— Slot-fillers (the learner inserts the appropriate item)
 e.g. He is .... boy. We have .... umbrella. (a, an)
  Answer: He is *a* boy. We have *an* umbrella.

— Transformation (the learner changes the structure in some prescribed manner)
 e.g. This is a man. (put into the plural)
  Answer: *They are men.*

The function of such exercises is simply to help make the rules of form clearer and more thoroughly learnt. A learner who has been taken through a series of them is more likely eventually to express him/herself correctly, in language that will be acceptable to the native speaker. But because they give no practice in making meanings with the structure (and are therefore, incidentally, usually not very interesting) these exercises have limited usefulness, and we should progress to meaning-based practice as soon as we feel our students have a fundamental grasp of the rules of form and their application. They may, of course, grasp these rules adequately as a result of the presentation, in which case we will not need purely form-based exercises at all.

Another category of practice procedures still stresses the production or perception of correct forms, but involves meanings as well — though as yet unlinked to any general situational framework — and cannot be done without comprehension. Such exercises are, again, usually based on discrete items, and tend to be closed-ended. Some examples:

— Translation, to or from the native language

— Slot-filling, or multiple-choice, based on meaning
  e.g. He (works, is working, worked) at the moment.
    Answer: He *is working* at the moment.

— Slot-filling, with choice of answers not provided
  e.g. Last night we .... television.
    Answer: Last night we *watched* television.

— Matching

e.g.	He		an animal
	I	is	soldiers
	She	are	a woman
	The men	am	a student
	The dog		a soldier

Answers: *He is a soldier*, etc.

The language is still not being used to "do" things, but merely to provide examples of itself (it is, in other words, not "communicative") — but at least the exercises cannot be done through mere technical manipulation. They are certainly more interesting to do than purely form-based ones (and this interest can be increased by the introduction of piquant or amusing subject-matter, or some game-like techniques and so provide more learning value).

The third, and probably most productive — certainly most interesting — type of exercise is that in which the stress is firmly on the production or comprehension of *meanings*, while keeping an eye, as it were, on the way the structures are being manipulated in the process. Such practice may be obtained through information- or opinion-gap communication techniques or through games based on the production of entertaining ideas. For example, the students might discuss or write about the possibilities arising out of a dilemma situation using the modals *may, might, could, should* etc., or play story-telling games to practise the past tense.

If all three of the types of practice exercises described here are in fact used, they are likely to come in the order they have been laid out here — though not always. The teacher may in the course of a communicative activity find that the students are making consistent mistakes in a certain structure and decide to return temporarily to an exercise that focuses on correct forms. Or it may be found feasible in some cases to do only one kind of practice (usually the third, as described above), if the structure is very easily mastered.

(d) Test. Students do tests in order to demonstrate, to themselves and to the test-giver, how well they have mastered certain material — particular aspects of the language, or the language as a whole. Tests provide the feedback without which neither teacher nor student would be able to continue the learning process very long. We have to know where we are in order to know where to go next.

Formal examinations, usually preceded by revision on the part of the students, and followed by written evaluation on the part of the teacher, are only one kind of testing, arguably the least useful for immediate teaching purposes. Most testing, however, is done automatically and almost unconsciously by teacher and students as the course is going on, the most valuable — though necessarily impressionistic — feedback on learning being supplied by the students' current performance in class and in home assignments. Often, "practice" exercises are used to supply such informal feedback, in which case they may function virtually as tests — but this involves some changes in design and teaching technique.

Of the four stages in grammar teaching described above, the *practice* stage is probably the most important, in that it is through practice that the material is most thoroughly and permanently absorbed.

"HUNG UP ON FIGURATIVE TWO-PART VERBS"

by *Michael Toben*, Bar-Ilan University and Beth-Berl College

Learners of English as a foreign language often find it difficult to distinguish between the literal meaning and the figurative, non-literal meaning of two-part verbs.

a) I would like *to look into* this problem.
b) I would like *to look into* his file.

a) The figurative meaning of "to look into" is "to examine." b) The literal meaning of "to look into" is "to look" + "into". How does the student identify a two-part verb with a figurative meaning?

This short article examines the false clues and the limited assistance that teachers can give their pupils when dealing with the problem.

Does the Syntactic Structure Indicate Figurative Meaning?

Two-part verbs are either (a) verb + adverbial particle (phrasal verb) or (b) verb +

preposition. These two combinations are distinguishable by certain grammatical transformations.

1) Verb + adverbial particle — transitive: personal pronoun objects always come before the adverbial particle.

They broke off *their engagement*.
They broke *it* off.
* They broke off *it*.

2) Verb + preposition — transitive: the personal pronoun object never comes before the preposition.

Jack called on *his uncle*.
* Jack called *him* on.
Jack called on *him*.

However, the verb can be separated from the preposition by an adverb.

They called on their friends *unexpectedly*.
They called *unexpectedly* on their friends.

3) Verb + adverbial particle — intransitive: the verb cannot usually be separated from the adverbial particle by an adverb.

The firework blew up *unexpectedly*.
* The firework blew *unexpectealy* up.

4) Verb + preposition — intransitive: the category only exists theoretically. That is, practically all two-part verbs consisting of verb + preposition are transitive.

This analysis indicates that it is possible to distinguish between *verb + adverbial particle* and *verb + preposition*, even if it is unlikely to be of practical use for learners. According to a number of textbooks, this syntactic difference is somehow connected to the distinction between the literal and figurative meaning of two-part verbs. The problem is that, in fact, figurative two-part verbs can be either verb + adverbial particles or verb + prepositions and there is no detectable link between the figurative aspect and the syntactic structure.

1) Verb + adverbial particle — transitive.

He cut down *the tree*. (literal)
He cut *it* down.
He cut down *the expenses*. (figurative — reduce)
He cut *them* down.

2) Verb + preposition — transitive.

They looked at *the picture*. (literal)
They looked at *it*.
They looked for *the picture*. (figurative — search)
They looked for *it*.

3) Verb + adverbial particle — intransitive.

He is coming down *fast* in the elevator. (literal)
He is coming down *fast* in the world. (figurative — loss of social position)

Do the Lexical Characteristics of Two-part Verbs Indicate Figurative Meaning?

The figurative, non-literal two-part verb usually expresses in a colloquial manner what can also be expressed in a formal manner.

Figurative	*Formal*
to give in	to surrender
to keep on	to continue
to put off	to postpone
to take down	to remove

It could be argued that the formal verb has no need for the adverb, because it includes the adverbial idea in its prefix, e.g. *sur*-render, *con*-tinue, *post*-pone, *re*-move.

Characteristically, this is true of verbs + adverbial particle but uncharacteristic of verbs + prepositions:

Figurative verb + preposition	
to call upon	to visit
to get through	to finish
to look upon	to see somebody in a certain way
to run into	to meet by chance

Typically, the two-part verb consists of a simple Anglo-Saxon verb and adverbial particle or preposition.

The most common verbs are the following:

back
be
break
bring
call
carry
catch
come
court
cut
do
draw
fall
figure
get
give
go
have
hold
keep
let
look
make
pass
pick
put
run
see
sat
stand
take
talk
throw
try
turn
work

The common adverbial particles and prepositions are the following:

about
across
along
around
at
away
back
by
down
for
in
into
of
off
on
out
over
through
to
up
with

Now, if the meanings of adverbial particles and prepositions could be defined perhaps they would provide a clue to the figurative meaning of two-part verbs. The particle "up" means "in an approaching direction (coming nearer)", or "completion", or it has an emphatic use.

to go up — to approach
to drive up — to approach (in a car)
to tidy up — to put everything away (completion)
to shut up! — (emphatic use)

These two-part words are not figurative but literal.

If figurative two-part verbs are examined we find that there is no correspondence between the meaning of the component parts and the overall meaning of the whole.

Figurative	*Formal*
to back up	to support, to reverse
to give up	to yield, to relinquish
to put up	to nominate

Teaching the Latinate structure of the formal verb would be a complex and unrewarding task since it would not bring us any closer to recognizing and understanding the figurative two-part verb. However, knowing which are the verbs that are often used in figurative two-part verbs may put the pupil on the alert. On the other hand, memorizing the various meanings of the adverbial particles and prepositions may help with the literal non-figurative two-part verbs, but as regards discovering figurative two-part verbs and revealing their meaning, they are of no help.

Can the Figurative Two-part Verb be Discovered Through Semantic Clues?
In the discussion of the lexical aspect of this subject the semantic aspect has been partially dealt with. Generally, the native speaker "feels" that the figurative two-part verb functions more as a single unit than the literal two-part verb.

Figurative
(appear) He turned up / very late last night.
(raise) She's bringing up / her sister.
Literal
He quickly tired / of this game.
She was working / on her novel.

Of course, the two-part verbs can often be split up, as discussed in the syntactic structure question.

> The magician *took* the audience *in*. (deceived)
> He *threw* everything *up*. (vomit)
> He *talked* right *around* the subject. (evade)

Therefore, this sense of a single unit does not necessarily mean that the figurative two-part verb cannot be split up. For the non-native speaker it is doubtful if this "feeling" of oneness exists; it certainly does not during the first years of learning, when he is most in need of help.

Within the context of the sentence, the learner may "discover" a figurative two-part verb simply because he has developed an awareness of the problem and the literal meaning is meaningless or highly confusing. In the sentence "He went for me" only the contextual environment would indicate if the sentence should be understood figuratively (He attacked me.), or literally (He went instead of me.). This would suggest that there could be a clue in the contextual environment of the two-part verb, beyond the sentence itself, which might help the learner. The question to ask then is:

What Kind of Context Tends to Favour Figurative Language?

The purpose of the communication and the attitude of the communicator to the hearer, reader and the subject matter govern the choice of linguistic form to be used. Attitude can vary from formal, cold, impersonal to relaxed, informal, friendly and personal. If we recognize a central neutral core that indicates no marked attitude, then we can label one side of the scale "formal" and the other "informal". Clearly, two-part verbs generally appear in the informal area. Formal vocabulary is largely of French, Latin and Greek origin and the informal is Anglo-Saxon, as previously stated. However, the relationship between formal and informal language is not a simple one. Formal language cannot always be simply "translated" into informal language and the latter often carries emotive qualities not present in the former. Furthermore, formal language conveys the idea of precision and sobriety often lacking in informal expression.

a.	(formal)	We will *support* you.
b.	(informal-emotive)	We will *back* you *up*.
a.	(formal-precision)	Please investigate this matter.
b.	(informal)	Please look into this matter.

In addition, there are many two-part verbs that do not have formal equivalents, such as:

> Attendance *dropped off*.
> Your battery has *run down*.
> I *took over* the factory.

Formal impersonal language is used particularly for scientific and technical writing, but when speaking, the lecturer, scientist, engineer and technician certainly use informal language freely. Informal language is most commonly used in everyday speech, in talking to children, in slang and emotional and informal exchange. Native speakers tend to use informal language when trying to explain something. They often think that the "simple" short words will make the matter clearer!

It is necessary to remind ourselves that the distinction between "formal" and "informal" is only an indicator of when two-part verbs are commonly used and not an indicator of figurative use. All that can be said is that when informal language is being used, the hearer or reader should expect many of the two-part verbs to have a figurative meaning.

Finally, How Should E.F.L. Teachers Relate to Figurative Two-part Verbs?

From the above discussion, it is clear that there are no straightforward syntactical, lexical or even "stylistic" reliable indicators. The question then arises: How is it that a native speaker recognizes and understands figurative two-part verbs? It may be that one knows them as single lexical units and "tries out" possible meanings on the basis of the context until arriving at the correct one. This is an area needing more research. For E.F.L. teachers, all they can do is to develop an awareness in the pupils of the characteristics of the two-part verb and perhaps teach the Latinate cognates of the figurative two-part verbs at the same time — where they exist. They can make the pupil more sensitive perhaps to style, attitude and purpose of the communication, to get them "ready" for the figurative forms. Lastly, they can require their pupils to read extensively, which always helps!

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TO WHAT EXTENT DO STUDENTS IN GRADES 11 AND 12 APPLY GRAMMAR IN THEIR SPONTANEOUS ORAL AND WRITTEN EXPRESSION IN ENGLISH?

by *Carmela Ben Eliezer*, Tel Aviv

I have never understood the opposition of some linguists to the use of grammatical terms in class. "The Now Tense", for instance, is not a better term than "Progressive" or "Continuous", in which the notion of continuity or progress may be introduced, while the students' vocabulary is thereby also enriched. Like grammar itself, grammatical terms have been a taboo for a long time. As a result, after years of reading, writing and speaking English, playing instructional games, filling out substitution tables and working in groups, students have ended up with little ability to compose an English sentence.

The learning of a foreign language is the learning of new words and the rules that are used to combine these words to form new sentences. These rules, which constitute the grammar of the language, have to be internalized. For the native speaker this process of the internalization of the set of rules takes place very early in life and is, therefore, unconscious, but for the learner of a foreign language the acquisition of these rules has to be much more conscious, as it usually occurs at a much later age. However, the foreign language learned will also finally have to internalize grammar rules and use them automatically and unconsciously if he wishes to write and speak English well, or even comprehend it. Thus, the internalization of patterns and their automatic use is one of the most important objectives in language teaching; grammar rules have to be taught (briefly), while a lot of time should be devoted to the absorption of these patterns, their revision and application. Nevertheless, although native speakers acquire their linguistic competence mainly through imitation and repetition, adolescent students of a foreign language can be helped a great deal by their cognitive abilities, but conditioning will also play a part in the learning process — and teachers should succeed even with the least gifted learners, provided the positive and negative reinforcement is sufficient.

The problem is not, therefore, whether to teach grammar. It is rather what grammar patterns are most important for the improvement of written and oral English, which should be studied thoroughly, which should be skimmed through, and which do not have to be bothered with at all.

The Criteria Used

In order to get valid results concerning the application of grammar in students' oral and written spontaneous expression, six tests should be given to the same student population, three to test their oral expression (one before learning some grammatical form, another while learning it and yet another after learning it) and three to test their written expression. These tests should be measured for test-retest reliability, namely that the students write the same composition on different occasions. Moreover, these tests should be checked for validity, for in the course of learning grammar, students may pick up some patterns by reading English or listening to it.

The Assumption

As no language is static, there are no absolute criteria for judging correctness etc. This, however, does not apply when teaching English as a foreign language. Rules are necessary to create some order in the chaos of foreign language learning; or, to put it in Enrique Vargas' words ("The Jet Age Malady"), we have to help the student find some sense in the "barbaric utterances... the unpronouncable string of harsh noises", which is what English sentences sound like to him.

According to my experience, the better student is eager to receive a cognitive clarification of his difficulties, while the weaker one regards this as his last resort. Less-able students require fewer rules and more drills, while the abler ones should be taught deductively, in my opinion.

For the students I taught, grammar instruction proved very valuable, and was consistently applied to their oral and written spontaneous expression: my assumption is that through grammar instruction, the average secondary school student can be taught to write and speak English more or less satisfactorily.

The Setting and the Learning Process

In the past few years, I have taught "academic" classes, Grades 11 and 12 (Bagrut), with an average of thirty students a class, a third of whom had been transferred from vocational, non-Bagrut classes at the end of Grade 10, in the hope that they would benefit from the atmosphere in the higher-level class. At the beginning of Grade 11, the students' knowledge of English grammar was usually very poor, their writing ability nonexistent, and though the better ones could say a few words in English, they spoke with numerous mistakes. The less-able students had to be given remedial lessons.

We start with grammar lessons given twice a week for about twenty minutes each time in Grade 11, and continue with once-weekly sessions in Grade 12. The material covered in Grade 11 is the tenses, personal and relative pronouns, and participles. Other grammatical patterns are covered in Grade 12, although they are dealt with briefly whenever encountered, and Parts of Speech are dealt with all the time. The first phase of teaching is mainly deductive, although the rules are arrived at by the students, and they are usually based on problems that arise in class: e.g. teaching the sequence of tenses will begin with a mistake a student has made in conversation in class. A great deal of revision is done through homework, and oral and written tests are given after the initial phase of oral drills in class. The final revision consists of a sheet containing the special difficulties of the structure learnt.

At this stage, the pattern is integrated with composition writing. The students write short compositions in which the new pattern is used. At the end of this process, most of the students will have mastered the new pattern. This way of learning is of course neither natural nor spontaneous, but very few classroom activities really are.

In the second phase, learning becomes more sporadic and casual. The pattern is now revised on every suitable occasion, in class conversation, talks given by students, homework, written compositions and even in the literature lessons, after the literary aspects have been dealt with. Once a point has been elaborated upon, there is no abandoning it.

The main learning focus during this phase, however, occurs through the correction of mistakes in students' compositions. Written expression that starts with a guided paragraph at the beginning of Grade 11, develops at the end of it into a short, simple composition in which the students will hopefully possess the basic grammar forms. Most students reach this degree of competence through writing, for three short compositions per week are required of students, two on the literature programme and one general subject. The marking stresses the grammar, with a special code of corrections required. The students are penalized if they have failed to write correctly the grammatical patterns they have learnt. I mark about ten compositions on each of these three occasions per week, the choice of which to mark being a random one.

Errors

Most persistent mistakes are clearly due to Hebrew mother-tongue interference. Others are due to carelessness, e.g. "He did not thought". Once such a mistake is indicated to the student, he expresses genuine surprise that he could have written it, thereby showing that he has cognitively absorbed the pattern and with sufficient revision and my requirements for careful writing, he will use it correctly. Compositions with a lot of mistakes due to carelessness, moodiness or lack of alertness are not corrected; the students is required to rewrite his composition more carefully, when he is more alert or in a better mood. Mistakes of a third category originate from the necessity to deal with a number of factors concurrently: if a student has to express a complex idea, to look for words and to use them in a grammatically-sophisticated sentence, he will often be at a loss and his fragile set of grammar rules will collapse. But a word from the teacher or even a look or a gesture will work miracles; and with ample revision these rules will eventually be internalized: there is nothing in English grammar that cannot be absorbed and used.

Conclusions

It is clear from the above that I believe grammar has to be taught in high school, parts of it very thoroughly, and the use of grammar forms drilled on numerous occasions. For however much we may devise means of exposure to the language and despite the intensive use of the language in class, including the help of television in class and at home, the exposure of a native speaker learning his mother-tongue is necessarily far greater than that of a foreign student. Thus, although our high school student may speak and write English well and has had his mistakes corrected, he has to understand the rules of the language cognitively, apply them, fail and try again. This deliberate cognitive activity will help to compensate him for the advantages held by the native speaker. Instead of repeating a pattern hundreds of times, the formulation of a rule will work miracles, if it is reinforced by appropriate revisions and applications. In our efforts to make the learning process less "didactic", we have exaggerated the use of games, pictures, gadgets etc. in high school. The average normal adolescent, who is about to sit for his Bagrut and join the Army, has a sense of obligation which can be relied upon. He has a wish to progress as well as to get good marks and is, therefore, ready to make efforts in order to succeed. Although games, songs, group work etc. are fun and create a pleasant creative atmosphere in the classroom (which is of course essential for the learning process), they are enormously time-consuming and should not replace the hard work and mental effort required for the acquisition of a foreign language.

It has yet to be proven, through proper research, that the massive use of games etc. in high schools results in learning more English than the use of conservative (in some people's opinion obsolete) and safe methods of comprehending, learning and revising methods that rely on the student's motivation, wish to succeed and to progress and his readiness to undertake the mental efforts required to realize this wish.

THE APPROACH TO GRAMMAR IN THE NEW "TIES" TEXTBOOK

by *Gabi Shoshani, Rivka Bar-Hama* and *Arlyne Gozali*

As Israeli teachers of English, we know that grammatical structures can be taught systematically according to a given list of patterns and many of us have been doing so for years. But as we all know, there is more than one way to teach students English as a foreign language. In writing our new textbook, *TIES*, we choose a different approach to teaching language structures, one in which language points are highlighted, explained and practiced in a sequence set within authentic contextualized language instead of printed lists. We believe that there are many advantages to this approach.

TIES consists of twelve themes which are structured as follows: an authentic topic is introduced and presented in a reading passage with exercises in comprehension and reading strategies. A section follows on expanding skills which includes vocabulary development and language structures. The pattern is repeated in a second unit on a related topic. The third unit in the theme includes exercises and activities for applying skills. Language production at this third stage is greatly stimulated by the fact that all the activities are related to one theme, whereby students can use the vocabulary and language structures recently studied in new situations, expressing themselves naturally and creatively.

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* *TIES*, Rivka Bar-Hanna, Arlyne Gozali, Gaby Shoshani (Eric Cohen Books, 1987). A new integrated EFL textbook for Israeli secondary school students.

In order to enable students to cope with language structures, we worked at various levels of instruction. At the level of comprehension, we often contrasted structures to clarify differences, writing exercises to develop student sensitivity to the appropriate choice of language. For example, there are exercises on modals in which students are asked to identify the speaker's point of view, and then to choose the most appropriate expressions in given situations.

From the Unit on "Honesty At Work"

Language Structure

Using Modals Appropriately

> Modals often indicate
> the speaker's attitude.

Rank the following statements according to the modals from the mildest to the most emphatic. Replace the underlined modals with others without changing the speaker's attitude. Then write sentences of your own about an issue of interest to you.

1. mild
2. stronger
3. very emphatic

1. "We *don't have to* be afraid of the truth."

Sentence connectors although familiar to students by the time they reach the Upper Division, are often confused thereby impeding comprehension severely. We have provided clear tables to show the meanings and functions of specific sentence connectors, indicated the type of clauses they introduce, and have given contextualized exercises for practice.

From the Unit on "People in Office"

Understanding the Structure of a Sentence

A sentence can often be divided into separate parts with a Subject-Verb nucleus in each part. Sentence connectors tie these parts together and determine the relationship between them or between different sentences.

Useful Connectors

concession	*contrast*	*results*	etc.
however	instead	so	
nevertheless	in comparison	therefore	
only	on the contrary	as a result	
yet	on (the) one hand	thus	
although	conversely	consequently	
etc.	etc.	etc.	

Study the following sentences.
Divide the sentences into parts and circle the connecting words.
Determine which is the main part and what the relationship between the other parts is.

1. "It follows that they won't dare to keep them waiting, though waiting is what they are there for, and hence will feel compelled to decide instantly between chicken and goulash, fruit cake and sponge cake."

Patterns of morphology are also dealt with throughout *TIES*. Prefixes, suffixes and derivatives, for example, are all taught according to the same teaching sequence outlined previously. The points for study are chosen from the reading passages. Explanations and generalizations are added to the examples given, and varied exercises provide further practice, guiding the students to active use of the patterns studied. Words taken out of a context therefore become potent as the students learn to enlarge their vocabulary by changing affixes, by finding corresponding parts of speech, and so on. The process improves reading comprehension, which depends on accurate recognition of the functions of words, and on language production.

We chose the integrated approach to language teaching because we strongly believe that it best reflects the natural use of language as well as the specific needs of our students. The language points dealt with are taken from the reading passages and are thematically and lexically related to them. The same grammatical points may appear later in the book, since repetition reduces the element of forgetfulness on the part of the student and enables us to expand those points to a greater degree with the addition of other grammatical exercises. Having piloted our materials in a wide range of classes throughout the last school year, we hope that students and teachers will find our approach both enjoyable and instrumental in helping them attain their goals.

"TEACHING THE PEDAGOGICAL GRAMMAR OF ENGLISH" (second edition), 1986, revised and edited by Raphael Gefen

reviewed by *Elana Neumark*

For any teacher who takes the teaching of grammar seriously, this newly-revised pedagogical grammar is a must. The clear and concise explanations, while based on modern linguistics, keep in mind very definitely that this is not just any pedagogical grammar but one that is meant specifically for speakers of Hebrew learning English. It includes some methodological guidelines, but mostly it is an excellent reference book for teachers and should be consulted regularly. Teachers too easily accept that what is in the textbook is "correct" instead of first checking against both the Syllabus and a good grammar book.

Raphael Gefen has updated his two introductory articles and teachers should read them both carefully. However, I feel that a clear "policy statement" about how grammar should be integrated within a course of study, is still missing. I would also recommend that teachers read Brumfit's[1] short article on fluency and accuracy in language teaching.

I am also sorry that in his "introduction", Mr Gefen speaks only of *inductive* teaching and leaves a further explanation of *inductive* versus *deductive* teaching to the main article "Teaching Grammar as Part of Meaningful Communication". Here it is clearly stated that since some pupils prefer a deductive approach, teachers should probably use a modified combined Inductive Deductive approach, i.e. "introduce the explanation and the rule rather *early* in the process, after a *shorter* period of contextualization which is intended to show the relevance and meaningfulness of the grammar point, and then follow up with intensive pattern practice and meaningful application" (p. 9).

Throughout the book, Mr Gefen has added Hebrew terminology, e.g. האוגד (the Linking Verb, Copula) and המשלים (the Complement). In many cases, the Hebrew translation of words, phrases or model sentences is given. This is meant to pinpoint problematic areas for Hebrew speakers i.e. the use of contrastive analysis as a tool for the teacher. Acknowledgements for suggestions etc. are made to Professor E.A. Levenston (Hebrew University) and a major source of reference is the very new *A Comprehensive Grammar of the English Language* by Quirk, Greenbaum, Leech and Svartvik, 1985.

There are very careful cross-references to structures that will appear again later in the book in a more complex form, or have already been introduced in the lower Grades. However, with Irregular Verbs, Verb Phrases, Two-word Verbs, Adjective + Preposition and Derivational Patterns, it is stated that "they should be taught throughout the course of studies". Teachers would be well advised to take this advice seriously in order to decide when and how they can be introduced and so avoid teaching "lists" out of context but only as they are needed. This applies most especially to the teaching of the four forms of the verb, in secondary schools.

The structures are explained briefly and clearly and where necessary a comment or "Note" is made on usage. These "Notes", which were not present in the earlier edition, are extremely useful to both native and non-native speakers/teachers.

I would like now to make some comments on specific structures and their explanations/rules.

Primary School:

The added paragraph (p. 13) "Primary School Goals, Grades (4), 5, 6" is very useful, stressing the importance of teaching *situations* and not the "Present Progressive" or "Present Simple", while remembering the importance of each. Pattern 1.1 (p. 14) — "the differences between *this/these* and *that/those* are minor... teachers should not spend a lot of time drilling the distinction"(!!) Pattern 5.5 (p. 19) — this paragraph is new and covers an area where many mistakes are made by teachers:

Is *this* a book? No, *it* isn't.
Is *that* Mr. X? No, *it* isn't.

Patterns 24, 26, 27 (pp. 31, 33) — the **Present Simple** is listed among "structures to be taught in *either* Grade 5 or Grade 6". Therefore, in good classes there is no need to wait until Grade 6 before at least exposing pupils to these important forms. Likewise, the Past Tense can be introduced fairly early in Grade 6. Pattern 28.3 (p. 36). **Irregular Verbs:** I think teachers should be reminded not to teach irregular verbs in alphabetical order from a list, or even in their five subclasses, but *in context only*, as they are needed, for oral and written work.

Intermediate Division:

Grade 7 — the introduction given in the book is longer and stresses an approach that is more cognitive than in Primary School; it demands "systematic teaching and intensive drilling" and of course "meaningful application". It also introduces the concept of "grammar items for passive recognition", which precedes the teaching/-learning of items for active production. Grades 8 and 9 — the syllabuses for these two Grades are given together to allow for greater flexibility but guidelines are laid down for a "Suggested Minimum Programme for Grade 8" (p. 55).

Pattern 64 (p. 57): Modal "MUST"

The explanations are subtly different from those of the earlier edition, i.e. "MUST" has two meanings — *obligation* and *logical conclusion*. Teachers of Grade 7 are reminded that the characteristics of modals are given in Section 35.2 (p. 40). They will find it worthwhile re-reading this section before continuing with the differences between "NEED" as a full verb and as a modal (Pattern 66). With Patterns 70, 71, 72.2, 78 and 94 (as in many other places in the book), the addition of Hebrew equivalents is very useful.

Pattern 55 (p. 63): Passive Voice

I would have liked a more extensive explanation here of:

(1) the fact that there *is* a difference in meaning between Active and Passive sentences;

(2) that it is *very rare* indeed (usually only for emphasis) that "by + pronoun agent" ("by them") is *not* deleted. Most native speakers would consider the sentence "The glass was broken by him." (where no emphasis/contrast with "by her" is implied) as "strange" if not actually incorrect. The correct *use* of the Passive Voice is problematic and is too often taught by transformational drills only, resulting in very unnatural English.

Pattern 78.2 (p. 66): "I don't like you/your staying up so late."

Under "Notes", we have a clear and useful description of the two forms with the remark that "in contemporary usage" either is correct. A small point possibly, but one that this native speaker, who has spent nearly forty years in Israel, found very useful.

Pattern 85: Perfect Aspect, Present and Past

Although some grammarians today see the Present and Past Perfect as "Tenses" and leave "Aspect" to the differences between Simple and Progressive (Continuous) in all the tenses, the difference for our pupils is academic: the important point is that the meaning of the Present Perfect is made very clear in contrast to the Past Simple, with pairs of example sentences. The Present Perfect Simple is also contrasted with the Progressive. Note examples 15–18.

Pattern 87 (p. 71): Defining Relative Clauses

A good grammar book can be judged by the way it handles Relative Clauses and the Present Perfect. Pattern 85 gave us the latter and here we have Defining Relative Clauses clearly explained and contrasted with Hebrew and much later (Pattern 119) with Defining Clauses.

Pattern 88 (p. 72): Conditional Clauses

This Pattern deals with all the possibilities that are to be taught in Grade 9, with references to those Patterns that will be taught in the Upper Division (Patterns 98, 130, 137). Under the "Notes" on page 73, there is some interesting information about the use of "IF + WILL", but please NOTE "it is not yet an accepted pattern in formal Standard English". There are also more examples given than there were in the earlier edition.

Upper Division

In this section there are many more examples of the various Patterns than there were in the earlier edition. Pattern 102 (p. 80) "Present Perfect" contains additional helpful information, with the Hebrew equivalents given of the relevant sentences. Patterns 130–147 ("Recognition Grammar") have the explanations slightly expanded to make them clearer, and additional examples are provided. With Pattern 118 (p. 87), "Past Modal + Perfect Base", I would have liked a note about the misuse of this structure by Hebrew speakers, who repeatedly and at all levels use —

"I had to do it".

"I should have done it" or "I ought to have done it"

all with the meaning of הצטרכתי, whereas they mean הייתי צריך (אבל לא עשיתי) for the "should/ought to" forms.

Pattern 123 (p. 90) "Sentence Connectors": I think that some of these connectors — "however, besides, but" — should be stressed at the Intermediate Level, at least for recognition, since they are key words in the understanding of reading passages.

To sum up, I think that Raphael Gefen must be congratulated on having produced a thoroughly professional and updated pedagogical grammar for use in Israeli schools, i.e. for teaching English to Hebrew speakers. All teachers and student-teachers should have a copy.

References — Recommended for Staff Libraries

1. "Communication in the Classroom", ed. Johnson and Morrow, *Teaching the "General" Student*, Brumfit Christopher, pp. 46–51, Longman 1981.
2. *A Communicative Grammar of English*, Leech and Svartvik, Longman 1975.
3. *Practical English Usage*, Swan, Michael, Oxford 1980 (reference guide on problematic areas for learners of English as a foreign language, arranged alphabetically)

COMMUNICATING GRAMMATICALLY IN ENGLISH

by *Rivka Bar-Hama* and *Arlyne Gozali*

As a result of all the pseudo-revolutions of the last decade in the teaching of foreign languages, and as an outcome of the various theories and approaches in teaching, there has been a growing feeling of unease among teachers regarding the systematic teaching and practice of grammar. Teachers began to feel that it was old-fashioned or "wrong" to teach grammar as such since it was not always in accordance with the particular approach at the time. Consequently, teachers either stopped teaching grammar altogether, explaining that the pupils would acquire the correct usage of the language intuitively or indirectly or, feeling that it was something to be ashamed of, tried to disguise it in a variety of ways.

Of the two elements in teaching language — fluency and accuracy — teachers began to emphasize fluency, the student's ability to communicate fluently, quite often at the expense of accuracy. There was a great discrepancy between the student's fluency and accuracy. Teachers went from one extreme, that of the structural approach, to the other, a complete disregard for grammar. The result was confusion. There were students who were not afraid to talk but often produced sentences or utterances which were substandard and often incorrect.

Most of us realize now that extremes are usually harmful and this (fluency without accuracy) was certainly not our aim in adopting the "new" theories in language learning. What we now need is a synthesis of these theories as best expressed in Raphael Gefen's article[1]: "*...a grammatical syllabus which is contextualized and meaningful and taught via communicative activities, with the aim of having pupils acquire a fluent and accurate means of communication.*"

Even William Littlewood in his book *Communicative Language Teaching* emphasizes the *mastery of correct structures as a basis for communication*. Linguistic competence is mentioned as the first of the four domains of skill and is not an attempt to devalue linguistic competence. On the contrary, its importance is here (in Littlewood's book) taken for granted. It is one of the undeniable facts about language use that we communicate by exploiting the creative potential of linguistic structures.[2] Thus, linguistic mastery, accuracy in the use of structures, is the basis for communication and at least as important as fluency.

Real communication cannot be obtained without accuracy. Once the need for accuracy for the mastery of linguistic structures has been established, there remains the primary question of how to achieve it. The need for teaching linguistic structures does not mean going back to teaching lists of paradigms and grammatical rules. Rather, the aim is to expose the pupils to structures used contextually in meaningful and, as far as possible, realistic situations. The activities devised for practice should emphasize the relation between linguistic forms and their functional or social meaning. The student should be placed in situations where he should use these forms for communication, for social interaction, with emphasis on the suitable language used in various situations.

Bearing this in mind, P.A.C.E.[3] was written as a systematic communicative pedagogical grammar book. Since we are dealing with a pedagogical grammar and not a scientific one, there had to be selection and grading in the teaching of each structure. We could not attempt to teach all the aspects and uses of a certain structure at once.

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[1] *English Teachers' Journal*, Number 30, July 1984.

[2] *Communicative Language Teaching*, William Littlewood, p. 32.

[3] P.A.C.E., written by Rivka Bar-Hama, Arlyne Gozali and Miriam Westheimer.

In the controversial issue of whether to use the inductive or deductive approach, we decided upon a compromise. We decided to introduce most of the structures inductively, in context, but provided the explanation and the rule quite early in order to facilitate comprehension and clarify meaning. For example, in the unit on *Gerunds and Infinitives* (page 48).[3]

> Yair has many hobbies. He likes *swimming* and is fond of *diving* too. He is also interested in *fishing* and goes *fishing* whenever he can, but he prefers *swimming* to *fishing*.
>
> Answer the following questions:
> What does Yair like?
> What is he fond of?
> What is he interested in?
> What does he do whenever he can?
> What does he prefer?
>
> Note: The forms *swimming, diving, fishing* are called *Gerunds*. The *Gerund* is a verbal noun and ends in -ing. It may function as the Subject or the Object of the verb.
> Example: He likes *swimming* .... He likes chocolate.
> *Swimming* is enjoyable. I like *swimming*.

Explanations and generalizations are provided in English but Hebrew is used to clarify meanings or to pinpoint differences. As regards the second stage of teaching, that of drill and practice, in P.A.C.E. we went from structural practice to communicative practice. "Many teachers now exclude purely structural practice from their repertoire... nonetheless we are too ignorant about the basic processes of language learning to be able to state dogmatically what can or cannot contribute to them. Structural practice may still be a useful tool, especially when the teacher wishes to focus attention sharply and unambiguously on an important feature of the structural system."[4]

An example of this type of drill and practice can be found in the unit on the *Present Perfect* (page 73).

Match one phrase from **A** with one from **B**

A	**B**
1. I have not met my new neighbors yet.	a. So she's not hungry.
2. Moshe has already seen this movie.	b. So I can tell you about it.

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[4] *Communicative Language Teaching*, by William Littlewood, pp 9-10

3. She has already had lunch.
4. I've read this book.
5. Has your brother left?

c. So I hope I will meet them this week.
d. So he's not going to join us tonight.
e. Is he still at home?

The next type of practice is the pre-communicative stage dealing with "part skills". The main purpose of this stage is to produce certain language forms, but there is an emphasis on the connection between form and meaning, between structure and function. In this stage we tried to teach pupils to link the language forms with communicative functions or with specific functional meanings and non-linguistic realities such as reading maps, graphs, tables etc. The pupil is taught to relate language to social meaning. At this stage pupils do not only react but begin to *interact*. They work in pairs or groups, and are given tasks to do like filling in a questionnaire (page 235) in the unit on *Questions*.

> Fill in the questionnaire about your friend.
> Circle the most suitable answer by asking him questions.
> *example*: Do you watch T.V.?

watch T.V.	every day	sometimes	rarely
like most	the news	documentary	sports
go to sleep	early	late	very late
get up early in the morning	easily	very easily	with difficulty
have a hobby	yes	no	not yet

In the pre-communicative stage, the language learner's focus is more on language forms to be used and less on the meanings to be communicated. In the next stage the language learner practices the use of *total skills* in communicative activities where he has to overcome an information gap or solve problems, both orally and written. The learner shares information using his own initiative and processes information he has learnt. Attention is shifted from the language form to the task. The activities presented in P.A.C.E. at this stage are varied in order to stimulate motivation and increase interest.

For example, in the unit *Sentence Connectors* (page 278)

> Complete the following sentences using your own words.
> *example*: Dudu sold his car and bought a motorcycle *in order to* save money *so that* he could go on a trip, and find a parking place easily. *Moreover*, gas is so expensive

a. Nadia missed the train to Haifa
because ______________________________
So, __________________________________
even though, __________________________
b. Jane went to a hotel in Eilat
since ________________________________
although _____________________________
However, _____________________________

In conclusion, when writing *Practice Accurate Communication in English* or *P.A.C.E.*, we had in mind two main goals: to write a book that would meet not only the needs of the teacher and the pupil providing a stimulating and interesting presentation, but also to facilitate *accurate* and *fluent* communication.

TEACHING GRAMMAR TO AID COMPREHENSION

by *Stella Statman*, Bar Ilan University

Grammar teaching, synonymous in the minds of most educators and pupils with pattern drilling, has gone out of fashion. Current literature on the teaching of foreign languages is dominated by the notions of communicative competence and pragmatics (Robinson, 1980). As a result, activities and exercises developed to facilitate foreign language learning tend to be based on taxonomies of communicative acts, acts which are relevant to the real world in which pupils operate. Even the teaching of reading comprehension has been influenced by the new approaches. Reading is now seen as a "guessing game" (Goodman, 1967) or as a dialogue between reader and writer (Widdowson, 1978, 1984). The "bottom-up" approach has been discarded in favour of the "top-down" method in which the reader is encouraged to scan in order to get an overall impression of the author's intent and then to fill in any peripheral details.

No teacher of reading comprehension or introspective reader examining his or her own mental processes when reading would deny the validity of the arguments and, on the face of it, it seems to make good sense to try to teach the foreign learner to read in the foreign language by transferring native language reading skills. But to work on predictions and the negotiation of text meaning requires a level of proficiency in English which most high school pupils do not have. We cannot talk of developing expectancies from discourse when pupils get bogged down in the reading of the first sentence. Most teachers of EFL are familiar with the frustrations of the pupil who tries to make sense of an English sentence by extracting the general meaning of the words he recognizes in some kind of linear order and then combining them according to the patterns of Hebrew. Everything is reduced to the barest essentials — a kind of pidgin understanding. All verb forms dissolve; only the meaning of the infinitive remains. Because the adjective follows the noun in Hebrew, then whenever the pupil meets an unfamiliar adjective or a noun functioning as an adjective in English, the adjective will be understood as the head noun in a combination. Thus, "a market town" will be understood as a "town market". A noun clause in the subject position which begins with the relative "How", "What", etc. (How she earned so much money in that office surprises me) is understood as a question. Passives without an agent are misunderstood, the conditional marker "If" is recognized but the meaning of the sentence is lost because the pupil can not distinguish between the real and unreal condition, causatives are not identified so the logic of consecutive sentences becomes muddled. The list is endless. What normally happens in the reading comprehension lesson is that the original objective is abandoned. Instead of discussing the writer's message, the time is spent on a review of grammar items previously covered and now seen in a new and more difficult context and on the introduction of new points. Everything is touched upon; words are scrutinized and every opportunity taken to explain word classes, word families, affixes, polysemy; the sentence is broken down and time is spent on word order, conditional and comparative structures, subordinate and main clauses, etc.; the paragraph is taken apart and an explanation is given of intersentential markers and the principles of discourse analysis. Finally, the rhetoric of the whole article is examined. Progress with the first few texts is usually very slow indeed and because of the way the text has to be analyzed, for many pupils, comprehension of an unseen passage takes on the mystery, the challenge and the threat of a puzzle where many discrete parts have to be somehow sorted out and joined together instead of being a smooth easy enjoyable ride to a destination where signals guide the traveller all the way.

Grammar for Comprehension

I would suggest that difficult texts can be handled more quickly and efficiently if pupils are first given a short course in grammar for purposes of comprehension. Such a course is highly selective; commands, requests and colloquialisms have no place here as they are not likely to occur in expository writing. Nor is there any need to dwell on the difference between the Present Simple and the Present Continuous or on constructions using "although" and "in spite of". A sentence in which any of these forms appears is not likely to be misunderstood. Instead, emphasis is placed on those aspects of grammar when incomplete understanding will lead to a confused interpretation of the writer's message.

What are these aspects? They can be divided roughly into three groups. The first includes all the constructions that are potential troublemakers for any learner of English as a foreign language, such as word order, adverbs used attributively, conditionals, gerunds and participles, and noun clauses in subject position. The second group includes constructions that have no equivalent in Hebrew. In Hebrew, for example, the sentences "I had to do the work" and "I should have done the work" are often rendered in the same way. Similarly, Hebrew makes no distinction between the present and past conditions but only between the real and unreal conditional forms. Time, where necessary, is indicated by an appropriate adverbial. The third group comprises complex sentences. Without the ability to isolate the different parts of a multiple clause structure into meaningful units and to recognize the relationship between the parts, even a good, advanced learner may have difficulty in extracting meaning from a long, complex sentence.

Whatever the potential problem, the teaching technique that I suggest here is essentially the same. It consists of the preparation of a series of worksheets containing exercises to test the student's grasp of specific grammatical points as they influence his or her comprehension of the sentences in which they occur. The worksheets are not intended as drills; they are meant only to expose weaknesses and to give the instructor an opportunity to clarify points that are problematic BEFORE the pupil meets them in a text. The sheets are distributed one at a time to the pupils. The papers are not collected and there are no grades, so class tension is kept as low as possible. Pupils are invited to give their answers and, where necessary, a detailed explanation of the relevant point is then offered.

It should be stressed again that we are not speaking of mistakes arising from non-understanding but of the confusion that results from misunderstanding — the confusion that is generated when a pupil arrives at an interpretation based on a false analogy or a careless reading of a sentence or from the inability to separate the sentence into meaningful parts. Pupils, for example, understand "must not" as "need not" expecting the negative of "must" to create a contradiction of the positive sentence. They read carelessly and understand "a happily married woman" as "happy married woman". They understand some of the words in the sentence "Although it is true that General Hottentot was a great war leader, he disappointed his people when he served as prime minister". When asked for the main idea, they answer "General Hottentot was a great war leader". It is to prevent this type of fuzzy understanding that the short, introductory lessons we suggest here are directed.

Types of Worksheets

The compilation of the worksheets can be altered according to the needs of the students. From his or her own experience in the classroom and familiarity with Hebrew forms, the instructor knows which structures are likely to be problematic. For pupils with a low-intermediate level of English, it is useful to start with a Cloze type passage in which only nouns or adjectives have been omitted to see if pupils can recognize word classes. Subsequent worksheets can then be compiled to test the students' grasp of the way verb forms carry meaning, word order, conditionals, active and passive voice, adverbial clause markers etc. In each case, because we are interested in an understanding of grammar for purposes of comprehension, the usual type of language drill is of no value. For example, when pupils learn the active and passive transformations, they are usually given drills in which they transform active verbs to the passive voice and vice versa with and without clearly designated agents. In the type of exercise we suggest, the pupil is given two similar sentences, one containing a verb in the active voice, the other containing a verb in the passive voice. He is then asked questions that test his ability to recognize the agent and to make inferences accordingly. An example follows:

> Read the following two sentences carefully; then answer the questions which follow.
> A. After John had taken the man to the hospital, he felt tired but relieved.
> B. After John had been taken to the hospital, he felt tired but relieved.
> Who was taken to the hospital in sentence A? In sentence B?
> Why did John feel relieved? A. B.

Similarly, the kind of grammar drill for the teaching of conditionals in which the pupil is asked to complete the correct form of the verb in one of the clauses is not relevant to this approach. Instead, the pupil's understanding of the implications of a conditional sentence is tested either with a multiple choice item, short answer questions or sentence completion. Three examples follow.

A. If it were earlier, we could go to a film.
According to this sentence,
- a) there is a possibility that we can be early for the film.
- b) it is too late to go to a film.
- c) it is too early to go to a film.
- d) we can go to a film but only under certain conditions.

B. If the student had worked hard, he would have passed the test.
Did the student work hard?
Did he pass the test?

C. Complete the following sentence by choosing one of the alternatives given.
If I had enough money, I would buy a car
- a) and I think I will.
- b) but I don't have enough money.

This last form of exercise is particularly useful for testing (or training in) the use of many verb forms and modals. For example:

Choose the alternative which logically follows the sentence —

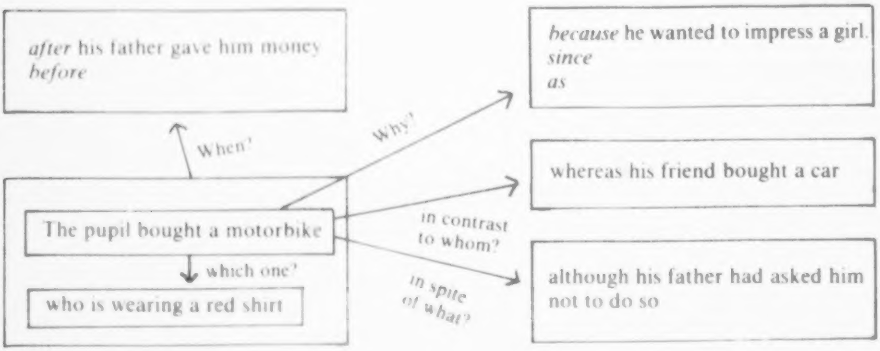
A. The baby has slept for an hour.
  - a) It is time to wake him.
  - b) Then he was ready to play.

B. You should have visited your grandmother.
  - a) I'm pleased you did so.
  - b) Why didn't you?

This exercise type is recommended as the sense of the completed utterance is very much like real life communication. Weak pupils may benefit from being encouraged to add a "tail" to conditionals and modals to make the meaning of the sentence clear. (If I knew the answer I would tell you *but I don't know the answer*. He should be in the office by now. *I expect him to answer the phone* etc.)

Complex Sentences

When all the potentially confusing grammatical pints have been covered, it is time to deal with the analysis into units of complex sentences, Pupils need to be trained to see long sentences as an expansion of a basic pattern which can be built up or separated by them into meaningful units. Perhaps the easiest way to show this is to build up a simple sentence into a complex structure indicating how the connectives name the logical relationship between the parts. An example of one such chart follows.


after his father gave him money
before
When?
Why?
because he wanted to impress a girl.
since
as
whereas his friend bought a car
The pupil bought a motorbike
in contrast to whom?
which one?
who is wearing a red shirt
in spite of what?
although his father had asked him not to do so

The pupils are now ready to begin the reading of Unseen texts. By anticipating and dealing with problems before they arise, the teacher is saved the necessity of many explanations and digressions at a stage when the focus of the work should be elsewhere.

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AN ENGLISH REPAIR MANUAL FOR ISRAEL STUDENTS: REPRESENTATIVE ERRORS AND THEIR CORRECTION

by *Bernard Sandler*, Technion, Haifa

Error correction and analysis have been treated quite extensively in Marine K. Burt's and Carol Kiparsky's *The Goofìcon: A Repair Manual for English* and more recently in Michael Swan's *Practical English Usage*. Such an endeavor however has not been undertaken in Israel and we believe that our proposed manual can fill this void and be beneficial to both student and teacher. This manual will be divided into the following six sections: sentence elements, noun phrases, verb phrases, morphological errors, lexical errors, and redundancies (double marking). We have chosen examples which are wholly authentic mistakes (oral and written) made by our students at the Technion — Israel Institute of Technology. The errors were collected, identified and then analyzed in an attempt to determine their source.[1] The correct form appears right under the error and then an explanation and clarification follow which trace the origin and cause of the error ("interlingual" or "intralingual"). It stands to reason that in order to identify the source of the errors the teacher should have a good working knowledge of the native language* which will enable him/her to assess how intelligible the learner's errors are.[2] L1 learner's "interlanguage" strategies applied to L2 learning processes[3] produce our students' "intelligent errors" which we are constructively using as feedback in order to improve their active and passive use of L2. The native language naturally tends to be referred to by the student studying L2 and causes him thereby to transfer ("translation and negative or positive transfer syndrome") known and familiar linguistic forms to L2 when he is attempting to express a similar expression in the target language.[4] We hope that the manual will have a twofold purpose, i.e. (a) it will be used as a self explanatory reference handbook by the students to correct their English and (b) it will be utilized by the teacher as an aid in systematically teaching the various representative language items ("troublespots") which confuse and baffle our students who are dependent on their mother tongue frames of syntactical and semantic reference.

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* My wife, Aviva, who is a native speaker, has ably assisted me in the "interference" analysis.

[1] Cf. Webber (1981), pp. 28ff; Dagut and Laufer (n.d.), pp. 1ff.

[2] George (1982), p. 45; Davies (1983), p. 309; Walz (1982), pp. 10ff.

[3] Selinker (1972), pp. 39ff.; Bhatia (1974), pp. 337ff; George, op.cit., p. 4; Dulay, Burt and Krashen (1982), p. 150.

Elaine Tarone has advised teachers that students will achieve a considerable "mastery of the second language" if they learn to abandon the "equivalence hypothesis", i.e. they must gradually learn that for every word, verb, phrase etc. in their mother tongue there is not always a single translation equivalent in the second language.[5] Fries' advice (1945) we believe still holds, i.e. the most efficient teaching materials are those which compare L2 with the native language of the learner and which make him aware of the differences between the two languages.[6]

There still is no consensus in the error analysis movement regarding the second language acquisition process. F.G. French as early as 1949 maintained that errors are "common all over the world without regard to vernacular" and the explanation for the source of errors can not be found in the "instinctive translation of the mother tongue but in the usages of English itself".[7] Like French, Dulay, Burt and Krashen in their *Language Two* contend that L2 learner's judgments of the grammatical correctness of L2 sentences are more related to L2 sentence type than to their own L1 structure".[8] However, according to a recent report it appears that the native language does influence acquisition and performance in a second language.[9] Similarly, our research reflected in the proposed manual has found that our student errors can be attributed to both "interlingual" and "intralingual" factors.[10]

Hebrew interference interlingual errors are created by the direct transfer of L1 words, patterns etc. to L2 and the avoidance or non-use of L2 patterns which have no

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[4] Wilkins (1972), pp. 199ff.; Dagut (1985), pp. 2, 9; Dagut and Sheintuch (n.d.), pp. 78ff.; Lott (1983), p. 256; Berman (n.d.), pp. 3ff; George, op. cit., pp. 160ff (on the "neural pathways").

[5] Tarone (1983), pp. 61ff.

[6] Fries (1945), p. 9; Wardhaugh (1970), pp. 123ff.

[7] Ghadessy (1980), pp. 95-96; French (1958), pp. 4ff. (Interestingly enough some of the errors classified by Carol Ford (1981), E.E. Davies (1983), Burt and Kiparsky (1969) and M. Swan (1984) are indeed common or akin to those made by our Technion students.)

[8] Dulay, Burt and Krashen, pp. 96ff., 138ff.

[9] Alderman and Holland (1981), pp. 12-13, 31.

[10] Lado (1957); Wilkins, op. cit., pp. 198ff; George, op. cit., pp. 40ff, 123ff, 162ff; Gefen (1979), pp. 19, 20, 22; Chau (1975), p. 123, also found in his research that interlingual errors or interference from the native language were the greatest single cause of errors (51 p.c.), while the second largest group were the intralingual errors (27 p.c.)

equivalence in L1.[11] Some of these errors are reflected in: (1) the omission of the indefinite article and "be" which are non-existent in Hebrew and considered as redundancies by the Hebrew speaker as in: "He boy"; (2) the avoidance of the present perfect tense which is non-existent in Hebrew as in: "Since 1945 he lived in Haifa"; (3) the use of the wrong verb as in: "The water are cold", since Hebrew takes a plural for "water" and (4) the misuse of the English "grids" of a Hebrew polyseme like "rikma" meaning "embroidery" and "tissue" as in: "The doctor examined the patient's embroidery under the microscope". Here some of our students think that the same polyseme exists in the foreign language without any "lexical gridding".[12] On the other hand the "non-interference" or "intralingual errors" are created mainly by the misuse of L2 patterns, rules, expressions etc. which do not have a corresponding existence in the Hebrew or L1. Some of these types of errors are reflected in:
(1) the misapplication of the "ed" for the past tense as in: "The plane flied"; and (2) the misuse of the "s" plural inflexion for such nouns as "childrens". Sometimes you really cannot pinpoint the source of the error as in "He must to go", which might be an "interlingual error" since it is a direct transfer of the Hebrew use of the infinitive or then it might be an "intralingual error" because the student may have learned the use of "have" meaning "must" as in: "He has to go" and he misapplies the use of the model verb "must". In order to further illustrate the particular "interlingual" aspect of the errors dealt with in our future manual we shall cite some examples from our first category of "sentence elements".

I. Conditions:

Error: "If a war will break out, I will be conscripted."
Correction: "If a war breaks out, I will be conscripted."
Explanation: Unlike Hebrew conditional clauses followed by the future, English generally does not use "will" or "shall" in the "if-clause" to refer to the future except for three cases in which "will/would" are possible.[13] Hebrew has the same verb form (future) in both parts of the clause, whereas English has two different verb forms as in the corrected sentence.[14]

II. Conjunctions:

Error: "When more people will use computers, things will be more efficient."
Correction: "When more people use computers, things will be more efficient."
Explanation: Just as in the case of the "conditional-clause" conjunctions of time (e.g.

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[11] Cf. Dagut and Laufer, pp. 11ff (on "avoidance"); Gefen, op. cit., p. 22.

[12] Cf. Dagut (1977) (on "lexical gridding"); Dagut (n.d.), Heb. English Transl., pp. 15ff.

[13] Swan (1984), p. 306.

[14] Levenston (1970), pp. 96ff.

[15] Swan, op. cit., pp. 152, 623.

after, before, as soon as, until, till, since, whenever, while) are not usually followed by the future but by the simple present, simple past or the present perfect. Again, in Hebrew the same verb form is used in both parts of the clause, i.e. in the corrected sentence Hebrew would use the same tense (in this case future) in both parts of the clause. The future tense, however, is used in reported speech in English after "when".[16]

III. Discourse Connectors:

Errors:

— "According to my opinion, the government acted fairly."

— "It's sure that the T.V. affects our lives..."

— "The management has become extremely obstinate, that says, that they refuse to raise the workers' wages."

Corrections:

— "In my opinion..."

— "In view of what might happen..."

— "For sure, To be sure..."

— "The management has become obstinate, that is to say..."

Explanation: In the case of the discourse connectors (words or phrases that function as a connector and establish semantic relationships in a sentence, between sentences or between paragraphs) our students are simply translating the equivalent Hebrew linking expressions and this is the source of their errors, which may occur in the initial position of the preposition in the discourse marker or may create another "non-English" expression.

IV. Preparatory "there" and "it":

Errors:

— "No doubt about it."

— "No need to shout."

Corrections:

— "There's no doubt about it."

— "There's no need to shout."; "It's not necessary to shout."

Explanations: For expressions which call for the use of the preparatory "there"/"it" (as in literary/narrative style) when the subject is indefinite, students in Israel do not have an exact parallel pattern and are furthermore confused because of the absence of the copula "be" in the Hebrew expression. This results in the above deviant forms in both their oral and written discourse.

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[16] Swan, op. cit., pp. 172.6, 486; Levenston, op. cit., p. 3; Quirk (1983), pp. 8.7, 8.13, 8.53.

V. A. Questions:

Error: "How we can talk to him?"

Correction: "How can we talk to him?"

Explanation: Unlike the English questions whose word order is inverted (e.g., the auxiliary "be" must precede the subject as in "Why is photography important?") Hebrew just uses the interrogative word in the initial position of the original declarative statement. The above cited error is a clear example of an "interlingual error".

B. Reported Questions:

Error: "I would like to know how can we talk to him?"

Correction: "I would like to know how we can talk to him."

Explanation: Our students learn the "interrogative rules" and then go on to misapply them when it comes to using the "embedded" or reported question. Here, it must be pointed out to them that they *can* use the Hebrew interrogative pattern which does not necessitate inversion. This type of error we consider as "intralingual" since the student incorrectly uses the inversion-principle in the embedded-question.

VI. Sentence Order:

Errors:

"Tomorrow will be published the results."

"Scientists have calculated that in the early universe must have formed black-holes."

"There is no doubt that there will arise a coalition."

Corrections:

"Tomorrow the results will be published."

"Scientists have calculated that in the early universe black holes must have been formed."

"There's no doubt that a coalition will arise."

Explanation: The sentences using *the passive voice* must be used exactly in the same way as the *active tenses*, i.e. Subject/Verb as in "Tomorrow I will publish the results." Similarly in a "that-clause" we simply place the word "that" at the beginning of the clause which follows the same structure of Subject/Verb. These errors are again examples of direct-transfer or "interference" which occur when the Hebrew structure begins with some adverbial expression and consequently what follows is the "verb/subject" pattern. The Hebrew pattern is unlike the English structure, which does not change because of the initial adverbial word or phrase.

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17 Hornby (1959), pp. 60-61, Swan, op. cit., p. 600

Conclusion:

Although the use of students' errors had been condemned in the past for pedagogic reasons on the grounds that the learner was liable to learn the "incorrect forms", error-correction has come to the forefront in our time and is valued as a bona fide teaching technique.[18] We believe that our proposed manual can help our students improve their writing and speaking skills. Furthermore, the student may also learn to apply the many language clarifications in the manual towards the improvement of his reading comprehension. When the student sees the right form, valuable time will be saved in the learning process. Eventually we hope that the students will be able to reproduce the correct forms and even *correct their own mistakes.*[19]

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A TEACHING GRAMMAR OF THE ENGLISH RELATIVE PRONOUN

by *Tom Stableford*

(reprinted from *English Teaching Forum*)

The need for a "teaching" as opposed to a "descriptive" grammar of English has been most succinctly put by Patricia McEldowney, a leading figure in the development of such grammars:

> In any grammatical area the teacher of English to non-native speakers needs a great deal of information which he cannot easily find in an ordinary descriptive grammar of English. This type of grammar does not often contain, for instance, explicit statements about the usefulness of certain items, nor explicitly identify areas where items overlap in function. This indicates a need for what might be called a "teaching grammar" of English. Such a grammar would refashion the descriptive grammarian's organization and insights to make explicit and readily available certain information of value to the teacher.

Such an area is, for example, the English relative pronoun, where the teacher is faced with a wealth of choices (see below) and the student is threatened with almost certain confusion. In devising a teaching grammar one should attempt to provide the beginner or remedial learner with maximum coverage at minimum cost in learning effort and error production. In other words, what is the minimum we can usefully teach our students in a particular area, and still enable them to produce acceptable utterances in that area? The decision as to what constitutes this minimum involves selection and rearrangement according to the criteria of pedagogical usefulness. This article is an attempt at such a selection and rearrangement.

What does a descriptive grammar provide in this particular area? The following information is a condensation of the wealth of detail given in Leech and Svartvik's *A Communicative Grammar of English*. The examples are also adapted from that book.

According to the authors, the choice of relative pronoun depends on several criteria:

a. The restrictive/nonrestrictive distinction (how many teachers have wondered what to do about this bête noire!)
b. Personal/nonpersonal head (a difficult category for cultures indifferent to animals!)
c. The role of the pronoun in the relative clause (i.e., subjective or objective case)
d. The choice of constructions when the relative pronoun acts as prepositional complement

In tabular form:

	Restrictive/ Nonrestrictive		Restrictive Only
	personal	nonpersonal	personal and nonpersonal
subjective case	who	which	that
objective case	who(m)		that/Ø
genitive case	whose	of which/ whose	

Thus, with a "personal" antecedent, a descriptive grammar such as the above presents the teacher with the following options:

The student {
1. *who* met him
2. *who* he met (informal)
3. *whom* he met (formal)
4. *who* he spoke *to* (informal)
5. *whom* he spoke *to* (more formal)
6. *to whom* he spoke (most formal)

We can, and do, also use *that* in Nos. 1, 2, 3, 4, and 5, and the zero relative in Nos. 2, 3, 4, and 5. Collating all of this we get:

The student {
who/that met him
who, whom, that he met / The student he met
who, whom, that he spoke to / The student he spoke to
to whom he spoke

To this we must add nonpersonal antecedents, viz.,

Subjective:

There's still one thing { *which* / *that* } is not explained.

Objective:

That's the house {
I've bought.
that I've bought.
which I've bought.

Prepositional Complement:

This is the house {
we wrote to you about.
that we wrote to you about.
which we wrote to you about.
about which we wrote to you.

So far, nonrestrictive (or nonessential) relative clauses have been avoided. In these, the relative clause provides nonessential information, thus:

Then he met Mary, *who* invited him to a party.
Here is John Smith, *who(m)* I mentioned the other day.
Jedda, *which* is on the Red Sea, is a major port.

Belonging to this type is the "sentence relative" where the relative clause points back to a whole clause or sentence, e.g.,

He admires Mrs. Brown, {
which surprises me.
which I find strange.

Finally, we must add the often ignored genitive relation to the noun head, viz.,

The woman, *whose* daughter you met, is Mrs. Brown.
The house, *whose* roof was damaged, has now been repaired.
The house, the roof *of which* was damaged, has now been repaired.

There is surely a case for attempting to develop a teaching grammar from all this wealth of detail!

According to our initial criteria, we must ignore varietal and stylistic variants as irrelevant to our purposes, and concentrate on making the learner's task as easy, but as effective, as possible. In other words, if the learner can be taught to produce acceptable utterances which express all the above relations, surely this is our aim in the early or remedial stages of learning English. Varietal and stylistic subtlety cannot be built on the quick-sand of extensive but quite passive knowledge.

If we argue that nonrestrictive, genitive-relative, and sentence-relative clauses can be avoided in the early stages of learning so that the most productive and important forms can be consolidated, then we can concentrate on usage in restrictive clauses alone. Since *who, whose*, and *which* must be used in nonrestrictive, genitive-relative, and sentence-relative clauses respectively, the following items are provisionally suggested for restrictive clauses:

	Personal	*Nonpersonal*
Subjective	that	that
Objective	∅/that	∅/that
Preposition	∅/that	∅/that

One immediate and obvious advantage here is that the student does not have to be concerned with the personal/nonpersonal distinction, which may well not operate in his/her language. Thus:

There's the man *that* helped me.
I've got a pen *that* writes for two years.

It may be argued, firstly, that it would be easier in the objective and preposition slots to omit the relative pronoun altogether to ease the learning load. This is true, but we still oblige the student, thereby, to distinguish between subjective and objective/prepositional functions. It may also be argued that zero-relative "sounds more natural." This may be true, but, without a huge frequency-count of many varieties and styles, it is hardly a valid criterion. However, if we teach *that*, all the above potential confusions are avoided, thus:

There's the man	THAT	helped me.
I've got a pen		writes for two years.
I liked the man		we met yesterday.
I liked the book		you gave me.
There's the man		I told you about.
Here's the book		I told you about.

There still remains the problem of actually teaching this single relative pronoun. In teaching this form we are really linking up two separate utterances by deletion. Unless we are using a purely direct method, we will have to resort to some explanation to avoid such a typical error as:

*I liked the man *that* we met him yesterday.

This is, above all, true in the development of connected writing. A possible approach is the following:

a. Show by means of arrows which word in the second sentence repeats something in the first sentence, i.e.,

   There's *the man. He* helped me.

b. Cross out this word and put in *that* (not forgetting to delete the period), i.e.,

   There's the man *that* helped me.

Thus:

I liked *the book*. You gave *it* to me.

I liked the book *that* you gave to me.

Likewise:

There's *the man*. I told you about *him*..

There's the man *that* I told you about.

However, what *are* we to do about nonrestrictive, genitive-relative, and sentence-relative clauses in the early or remedial stages of learning? We can, in fact, avoid them. Thomson and Martinet (1980) give the following: *Peter, who had been driving all day, suggested stopping at the next town*, commenting, "In spoken English we would be more likely to say *Peter had been driving all day, so/and he suggested...*" *(p. 48).* Similarly, *Ann, whose children are at school all day, is trying to get a job*, commenting, "In conversation we would probably say *Ann's children are at school all day, so she...*" *(p. 49).* And again, *They said they were French, which wasn't true* (p. 52). In other words, in the early or remedial stages of learning we can avoid these areas as being redundant, and employ simple conjunctions instead.

The writer may be attacked for gross oversimplification and distortion of the English language, but we must ask: what do we want to give our students? A wealth of passive knowledge or the ability to produce acceptable utterances? Furthermore, one could teach the above for productive use and introduce other passive forms later through texts — this is especially so in an ESP situation where oral communication is necessary (e.g., in seminars), although reading may form the heaviest workload.

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NUCLEAR ENGLISH: A PEDAGOGICAL VIEWPOINT

by *R.A. Close*

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The term Nuclear English appears in more than one recent publication. Here I shall be using it in the sense that Prof. Randolph Quirk used it in a paper read at the Honolulu Conference, 1978, on communication across cultural and national boundaries. His paper was reproduced in *Style and Communication*, 1982.

The Concise Oxford Dictionary defines 'nucleus' as 'kernel of aggregate or mass, beginning meant to receive additions'. While the classroom teacher and textbook writer would select a 'beginning' and proceed with appropriate additions, Quirk considers the 'mass' of English, including what he aptly calls its gargantuan vocabulary, and 'ponders' on how to strip it down to its nuclei without transgressing the established rules of a natural language. He realistically avoids the vexed question of vocabulary limitation, although he is obliged to refer to an assumed nuclear lexicon. In view of the contents of his monumental *Grammars*, it is not surprising that he should be primarily concerned with what to shed from the syntactic mass.

Quirk in his paper, raises questions: he does not make definite proposals. But his thoughts force us to face the fact that the entire range of natural English, with its superabundance of words, subtleties, and allusions, cannot constitute a means of communication that many speakers of other languages could be expected to master for any and every purpose.

He considers several areas of grammar in which reduction and rationalisation might be made. In the limited space of this article, I will comment on four of the questions he poses:

1. Are the tag questions of English indispensable?
2. Would it simplify matters if *that* were adopted as the sole pronoun in restrictive relative clauses?
3. Would it help if the *to*-infinitive were excluded whenever it could be replaced by a *that*-clause, e.g. if 'They expected a doctor to examine John' were avoided in favour of 'They expected that a doctor should examine him'?
4. Are the modal auxiliaries necessary in view of their notorious ambiguity?

On (1), it is worth pointing out that, while French and German are each satisfied with one invariable tag-question (*n'est-ce pas? nicht wahr?*), the English tag must echo whatever auxiliary (explicit or implicit) occurs in the main clause; the subject of both parts of the sentence must agree in person, gender, and number; and in both parts the tense must be the same (e.g. 'Your sister was there, wasn't she?'). There are other complications in English, too: '*We ought to consider them, oughtn't we*?' (or 'shouldn't we?' or even informally, 'didn't we?'). Kerr (1984), allots tag questions a 'low priority'; and in inspecting English-language classes, I have often felt that a disproportionate amount of time has been devoted to this feature of conversational English.

On (2), the validity of Quirk's point appears in Table 1.

.Table 1.

	Personal antecedent		Impersonal	
Subject	The man	] who . . .] that . . .	The house	] which . . .] that . . .
Object	The man	] who . . .] whom . . .] that . . .] 0 . . .	The house	] which . . .] that . . .] 0 . . .
with a preposition	The man	] to whom I spoke] who(m) I spoke to] that I spoke to] 0 I spoke to	The house	] to which I went] which I went to] that I went to] 0 I went to

As *that* is admissible in all those six positions, there appears to be a case, in devising a nuclear syntax, for omitting from restrictive relative clauses ***who, whom, which,*** and the zero particle (0). There would be objections to this of course: ***who***(m) and ***which*** are considered obligatory in *non*-restrictive clauses, but in Quirk's nuclear syntax the need for such clauses is doubted. With regard to restrictive clauses, although 'The house that we went to' is quite acceptable, 'Students to whom this letter is addressed' could not be replaced by '**Students to that this letter* . . .', while 'Students that this letter is addressed to' might be considered as a crossing of levels of formality. The difficulty could be avoided by 'Students receiving this letter . . .', and I would prefer that for its brevity and because actual receipt of a letter may be more important than the addressing of it.

With regard to (3), 'I expect John to come' can have two meanings: (a) *I believe that he'll come,* or (b) *I want, or order him, to*; whereas 'I expect that he'll come' would have only one meaning, viz. the same as (a). This raises two important points. Ambiguity, as in 'I expect John to come', is obviously worth avoiding in Nuclear English. Secondly, the *that*-clause in 'I expect that he'll come' would be unacceptable if 'expect' were replaced by 'want'. This brings us to the very complex problem of the complementation required of, or acceptable with, each individual verb, a problem that Hornby dealt with by producing a formidable list of verb patterns, and C. K. Ogden by removing all but 17 verbs from his Basic English. What, then, does the nuclear lexicon consist of: and is it dependent on the nuclear syntax, or vice versa?

About (4), there can be no doubt. An interesting example of ambiguity was patent on the front page of the *Financial Times* shortly before the presentation of the budget in the House of Commons in March 1984, when that distinguished newspaper announced CHANCELLOR SHOULD AID RECOVERY. That could mean either (a) the Chancellor of the Exchequer is likely to aid recovery, to judge from available information, or (b) he is *not* likely to aid recovery and the *Financial Times* considers he would be well advised to alter his plans accordingly. Quirk proposes three possible ways of preventing such uncertainties. One of them is to 'retain the full range of modalities but restrict their expression to carefully prescribed and maximally explicit paraphrases'; and that happens to be precisely what C. K. Ogden tried to do in his Basic English.

Quirk, in his paper, describes Basic English as 'watery'. As one who worked with Ogden, I am fully aware of the defects of orthodox Basic. I am also convinced that there is in Ogden's work much of value that was obscured by his insistence on the sanctity of his 850-word list. In another paper read at the Honolulu Conference, Prof. Braj Kachru, of Illinois, wondered 'whether we have not buried Basic English too soon, before it had a chance to demonstrate its relevance and usefulness'. And Kerr, in the article already referred to, writes: 'Ogden's work (strangely neglected in recent years) is well worth examining in the cause of international English'. Whatever the antipathy to Basic English, it is clear from Quirk's paper that in the constitution of Nuclear English a nuclear lexicon of some sort must play a vital part.

The concept of Nuclear English opens up a field for much-needed research. It asks questions and suggests others, that might well be the subject for the kind of conference that was started in 1934 in New York by the Carnegie Foundation and continued its work in London, with the encouragement of the Institute of Education. That conference had, as its main object, the selection of 'a limited vocabulary as a nucleus or starting point from which the learner will proceed to further knowledge of the language'. The participants were all native speakers of English and their work was based on a corpus of English written over 50 years ago. I suggest that the time has come for another such conference, but one at which speakers of languages other than English who make effective use of English for international intercourse would be strongly represented. Moreover, the corpus this time, besides being up to date, should include recorded speech; and above all it should contain samples of acceptable English actually used by non-native-speakers in successful communication with native-speakers and others. If English actually works as a world language, we need to know what kind of English it is that serves that purpose.

To the many questions that could be added to those asked in Randolph Quirk's essay, there is a very practical one which arises in the initial stages of teaching English for international communication. It concerns the 'conjugation' of the full verb HAVE. The teaching of 'Have you . . .?' and 'You haven't . . .' (except when HAVE is an auxiliary) leads to the objection that 'Had you . . .?' and 'You hadn't . . .' are becoming, or have become, old-fashioned. Even 'has it . . .?', as 'I like your new car, but why has it such awkward seat belts?' seems odd. 'I've got . . .' and 'Have you got . . .?' are (I think) grossly overworked by present-day teachers of British English, who often overlook the needs of English for international communication and who thereby create difficulties for students hoping to put 'have got' into the past, and especially future. On the other hand, 'Do you have . . .?' and 'You don't have . . .' do not lead to the kind of difficulty I have just discussed, and therefore seem better qualified for inclusion in a nuclear syntax for international use. That is the sort of question that a working party on Nuclear English might seriously consider.

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NOTE

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THE PRESENT PERFECT SIMPLE AND PROGRESSIVE

by *G.J.B. Standwell*, Bell School of Language, England

(reprinted from *The British Journal of Language Teaching*)

The difference between the uses of the P(resent) P(erfect) S(imple) and P(rogressive) does not appear to have been explicated thoroughly and lucidly in most grammars of English. Quirk et al (1972) dismiss the subject in two short paragraphs giving information which is inadequate and seems wrong to the present writer. They state that the difference between:

(1) *John has lived in New York since 1970* and

(2) *John has been living in New York since 1970*

is slight but that the use of the Progressive indicates that the speaker considers John's residence in New York to be temporary. I would agree that the difference between the two forms is slight *with this particular verb*, but I would dispute that the PPP is more temporary than the PPS. It is easy to take other pairs, e.g.,

(3) *It has rained* and

(4) *It has been raining*

which are seldom interchangeable. As to "temporariness", one can surely say

(5) *John's been living in Durham for 50 years.*

The only other contribution by Quirk et al (op. cit.) is a comparison between

(6) *Who's eaten my dinner?* and

(7) *Who's been eating my dinner?*

where, as they point out, in (6) there is nothing left while in (7) there *is* some left. No explanation is offered at all, however.

Zandvoort (1962), Schibsbye (1970), Strang (1962) and Palmer and Blandford (1969) have little to offer on this topic. Christophersen and Sandvei (1969) tell us (p. 215) that the use of the PPP in

(8) *He has been reading Hamlet*

"denotes an activity which started in the past, which continued right up to the present moment but which may or may not extend beyond the moment. He may or may not have finished reading the play."

These remarks apply both to the PPS and the PPP in e.g.,

(9) *I've smoked/been smoking heavily for years.*

However, they point out that *He has read Hamlet* suggests that the reading is over. They also refer to the fact that the construction with the expanded (= Progressive) form refers to the *recent* past

(10) *So you've been drinking again have you?* (I can smell it).

The recentness factor is interesting in (10) and (8) but is still useless in (9) and (1)/(2). The irrelevance of recentness is discussed below.

Hornby (1975), p. 89, states that "the PPP is used to indicate an activity or state that extends over a period of time that began in the past and includes the present, and to indicate that the activity or state may extend into the future.

(11) *She has been waiting to see you since 2 o'clock* (and is still waiting)."

This explanation is open to the same objection as Christophersen and Sandvei's, namely, that it applies equally well as a characterization of the PPS. The example (11) itself is good, however, as the PPS could not be used. Hornby usefully mentions that "the PPP is more likely to be used with those verbs that denote a passive (sic) not active state: *wait, sit, rest, sleep, lie.*" No explanation is, however, offered.

On p. 90 Hornby states that "this tense (sic) (sc. the PPP) is sometimes used of an activity that is now ended. In such cases there is emphasis on the continuity or state". This would be all right in e.g.

(12) *Look! It's been snowing.*

where the snowing must have stopped and probably did last for quite a time to provide a blanket of snow but the emphasis on the continuity in general is surely dubious. In

(13) *Look! the roads are wet; it's been raining*

the wetness may have been the result of a short heavy thunder shower.

Hornby goes on to say "the continued and uninterrupted nature of the activity is often emphasised in this way as an explanation or excuse for something.

(14) *I don't feel like going out this evening. I've been digging in the garden all day.*"

This is a good example, but an excuse could also be couched using the simple:

(15) *I don't feel like going out this evening. I've dug the whole of the potato patch today.*

Hornby finishes by saying that "there is no clear line of division between the use of the PPS and PPP, but the examples and notes may give some guidance".

This is surely only a confession that Hornby does not really know what the difference is, but hopes the differences in his examples will be processed by the reader's Language Acquisition Device and the correct rules will subsequently be "internalized".

Leech and Svartvik (1975) tell us (p. 67) that the PPP has the same sort of meaning as the PPS except that the period leading up to the present has limited duration. Again this does not help with (1)/(2). He goes on to say that the PPP *like the PPS* can suggest that the results of the activity remain in the present; *you've been fighting!*

(I can see you have a black eye). However, the italicized phrase *like the PPS* is an admission that this is not a criterion of distinction.

In the following interchange:

(16) Doctor: *I'm afraid you've got lung cancer*
Patient: *Well, I've smoked 50 a day for 40 years so I'm not surprised*

the results of the activity, e.g. smoking, remain in the present (sc in the form of lung cancer), but the PPS is used.

Thomson and Martinet (1969) have a useful observation, namely that for the event to be still going on at the moment of speech an adverbial phrase of time is necessary with the PPS but not with the PPP.

(17) *I've been living in England*

implies that the person still does, whereas

(18) *I've lived in England*

would imply that the living is over and done with, yet in the case of

(19) *I've lived in England for 10 years*

this is understood to still apply.

This is another example of "specification" of a tense, a phenomenon first pointed out by Crystal (1966), where both the verb form and the adverbial phrase *together* disambiguate the sentence.

Thomson and Martinet also mention that "a repeated action in the Simple Present Perfect can sometimes be expressed as a continuous action by the PPP:

(20) *I've written six letters since breakfast*

as opposed to

(21) *I've been writing letters since breakfast*".

They go on to mention that "we do not use it (sc the PPP) when we mention the number of times a thing has been done or the number of things that have been done".

It is in fact unlikely but not impossible that one might say:

(22) *I've been writing six letters this morning*;

it would suggest an itsy-bitsy morning with some work being done on several letters. A hypothetical letter from Mozart to his father (in English) might have read: "I've been writing 6 quartets, two operas and a clarinet concerto this month".

Before we can draw a distinction between the PPP and PPS it will be necessary to examine the uses of the perfective aspect as such.

Scholars have found various uses: for example, Zandvoort (op. cit.) distinguishes between the Continuative, the Regulative and the Perfect of Experience. McCawley (1971) distinguishes between the Universal, the Existential, the Stative and the Hot News uses. The most common explanation is to explain all of them in terms of *current relevance*, see Joos (1964) and Palmer (1965). The latter says (p. 61) "The perfect forms indicate periods of time that began before and continued up to a point of time, the present moment in the case of the present tense..." and on p. 74: "A more accurate explanation is in terms of 'current relevance'... that in some way or other (not necessarily in its results) the action is relevant to something observable at the present".

In Standwell (1979) I suggested that from the pedagogical point of view it would appear convenient to take two uses; the current relevance type and the Experiential, the latter being Zandvoort's Perfect of Experience and McCawley's Existential as exemplified in

(23) *I've read Principia Mathematica three times.*

This type could possibly be covered by the notion *current relevance* but it would have to be interpreted as something like: "It is part of my current make-up as an educated human being that I have had the experience in the past of having read Principia Mathematica three times". I do not really find this intuitively convincing and proposed in Standwell (op. cit.) that the Experiential should be taken as a separate use. In fact this form should not detain us long since the Experiential perfect is never used in the Progressive form.

A second simple factor to be got out of the way is that non-progressive verbs obviously do not occur in the PPP; hence there is no alternative to Zandvoort's

(24) *We've known each other for ages.*

What then is the distinction between the PPP and the PPS when both are possible? The writer believes it is quite simply a matter of the implication of completeness versus the absence of such an implication. In (14)/(15), (15) implies that the potato patch is finished and ready for planting whereas in (14) it is only implied that some digging of the potato patch has taken place leading to tiredness and the finishedness or unfinishedness of the potato patch is quite simply irrelevant. Palmer (p. 76, op. cit.) quotes an example of a man apologizing for his dirty clothes by saying

(25) *I've been cleaning the car.*

Again, here the state of the car is irrelevant while if the family was about to go to a wedding a hen-pecked husband might report back to his wife by saying:

(26) *I've cleaned the car,*

i.e. the job is done and the car is now in a presentable enough state to be seen in at a wedding.

In the letters examples, (20) means the six letters are all finished while (21) means that the letter writing process is incomplete or has just finished with no reference to the finished state of any one of the letters.

In (3)/(4), (3) might occur in a meteorological report as in

(27) *It has rained every day for the last month,*

which means that there have been individual startings and stoppings of rain every day, each one complete, while one says (4) when one notices that the streets are wet. Palmer (op. cit.) points out that the activity (in this case the rain) does not need to have gone on right up to the present moment, only that it must have duration during the period.

The difference between the three bears'

(28) *Who's been eating my porridge?* and

(29) *Who's eaten my porridge?*

indicates that in (28) there is some left while in (29) the eating process is complete and there is none left.

We may now return to Hornby's observation that verbs denoting a passive state are more likely to be used with the PPP, e.g., *wait, sit, sleep, lie.*

As these verbs have meanings which are essentially durative rather than completive or iterative this is only to be expected. Compare

(30) *I've been sitting in the park*, or

(31) *He's been lying on the sofa*,

where nothing has been "done" or accomplished with, say, the Experiental

(32) *I've visited the House of Lords and I've sat on the Woolsack*, or

(33) *He's just lain on the sofa and moped all day since his wife died.*

(33) is an unusual iterative use referring to repeated lyings on the sofa during the daytime but made complete by going to bed at night.

In (10) (*You've been drinking again*), it is not the recentness which causes the PPP, it is the fact of nothing having been accomplished, whereas a housewife might say:

(34) *Have you drunk your coffee?*

meaning "is the drinking process complete so I can wash up your cup?" Presumably if things are unfinished or non-accomplished they must be recent, while if they are accomplished they need not be so, c.f.

(35) *I've drunk Ouzo.* (During my trip to Greece 50 years ago.)

In (12) and (13) the theory works again. Nothing has been "done" or accomplished by the raining or snowing processes.

The theory also explains why the PPP is never used in the Experiential perfect. In (23) and, e.g.,

(37) *I've visited Venice*, or

(38) *I've heard Beethoven's Fifth Symphony*

the experiences are all essentially complete.

To sum up, ignoring non-progressive verbs, where the question does not arise, the PPS is used where something has been completed, and the PPP where either nothing has been completed or any such completeness is irrelevant to the speaker's purpose. The "completed" interpretation of the PPS may, however, be overruled in such cases as (1) (2), when the sentence is specified by a time adverbial such as *since 1970*.

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BEGINNING HANDWRITING IN ENGLISH WITH CHILDREN WHO ALREADY WRITE IN A DIFFERENT SCRIPT

by *Opal Dunn (reprinted from World Language English*, Vol. 4, No. 1, 1984, Pergamon)

Once children who already write in their own language or principal language of instruction begin to learn English, they are generally eager to get on and write in English. To be able to write in English provides written 'proof' of progress for both children and their parents. This gives satisfaction that motivates.

Teachers are often worried that children who already write in a different script from bottom to top of the page (Japanese/Chinese) or right to left across the page (Arabic) will have difficulty in writing in Roman script. From what I have observed children learn amazingly quickly, taking the change—to left to right across the page—quite naturally. It is generally adults who find it difficult, as they are more fixed in their movements and attitudes. It is important for teachers to be careful not to transmit any feeling of difficulty or apprehension.

Introducing handwriting

In introducing letters of the alphabet to children, it is a good idea to let them feel or trace the letters with their index and middle finger at the same time as they say the name of the letter, making sure that they move their fingers in the same direction as they will later write the letter. First, handwriting should be in the same script as that used in first reading-books, so that activities in writing and reading support each other.

Handwriting programme

Small letters (lower case) should be taught first, as they are the most frequently written and read, and capital letters taught second. If children are taught to write first in capitals they find it difficult to change to writing the mixture of small and occasional capitals that occurs in average writing.

Letters should be made in the simplest natural way, using as few strokes as possible and concentrating on the natural movements of the hand—movements which are in fact similar to the scribble movements children make when they begin to draw and write. These lead on quickly and easily to cursive (joined) handwriting. Print script a g should be used in the initial stages; this form is now also used in many first reading-books. The following is a structured programme for introducing the small letters.

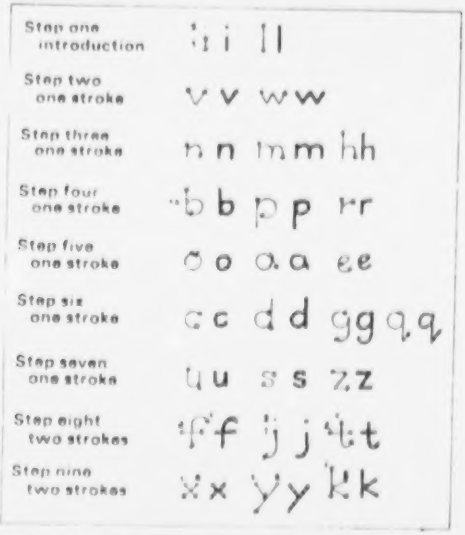

Step one introduction
i i l l
Step two one stroke
v v w w
Step three one stroke
n n m m h h
Step four one stroke
b b p p r r
Step five one stroke
o o a a e e
Step six one stroke
c c d d g g q q
Step seven one stroke
u u s s z z
Step eight two strokes
f f j j t t
Step nine two strokes
x x y y k k

Fig. 1. Structured programme for introducing small letters. Writer puts pencil point in circle and continues stroke to arrowhead (31 strokes in total). (From p. 45 of ***Developing English with Young Learners.*** Opal Dunn. 'Essential Language Teaching Series', Macmillan.)

Children want to use their knowledge and skill of how to write letters and form words as soon as possible. After completing the first steps of the programme, they can write simple words which they already know orally.

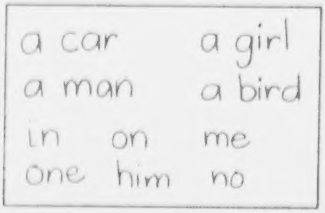

a car
a girl
a man
a bird
in
on
me
one
him
no

Fig. 2. Examples of a child's writing after completing step 6 of the programme.

Teachers should avoid making small letters by joining strokes where, e.g. an a is made with two strokes, an o to which a short stick is added on the right and a b by a long stick to which an o is added on the right. (This method of writing is called ball and stick.)

This type of handwriting can only be temporary, since later forms of cursive (joined) handwriting are based on continuous flow, which entails making the letters using different un-joined movements.

After completing the nine steps of the structured programme children can write in small letters and should be encouraged to do so. Capital letters should be introduced as quickly after this as possible, following a graded programme. It is important to remember that the use of capitals may be difficult for those children who are not used to two sizes and in some cases two forms for letters or symbols.

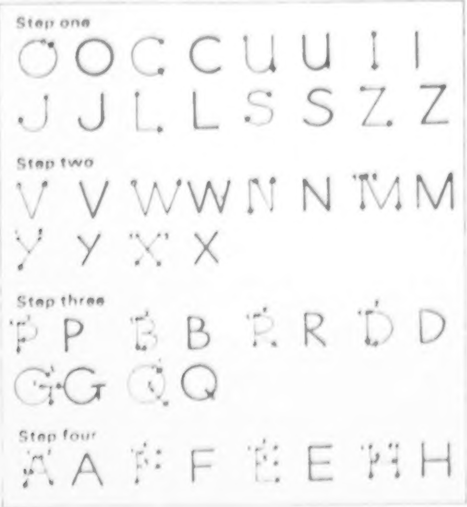


Fig. 3. Structured programme for introducing capital letters. (From p. 47 of *Developing English with Young Learners*.)

Materials

In beginning to write it is important to use good quality material. Paper which tears easily or looks messy after the use of an eraser gives discouraging results. Handwriting must flow easily and to achieve this sort of flow the writer has to have a light touch. To develop this he or she needs to use a pencil or pen that writes with little pressure. For this reason it is a good idea to begin with a 2B pencil, gradually progressing to a B and eventually HB. Some ball pens are too thin and require the use of a great deal of pressure and so are best avoided in the first stages of learning to write Roman script.

In countries where the handwriting style is different from Roman script it is useful to have a special pencil for writing 'English'. This helps children to make the transfer to the different handwriting system which might, as in the case of Japanese, require a different way of holding the pencil or pen.

Right-handers

Children who write with the right hand should place their paper slightly to the right-hand side of their body, as it makes the left to right movement easier. To begin with, the paper should be parallel to the bottom of the table, but as movement takes place it can become tilted to the left. The pencil should be held lightly between the thumb and the index finger, about 2.5 cm from the point, with the middle finger giving additional support.

Left-handers

Children who write with the left hand should hold the pencil in the same way except that the grip should be further away from the point so that the child can see what he has written more easily. The unsharpened end of the pencil should point towards the body. This position helps to avoid the natural inclination to push the hand to write. The paper should be placed on the left side of the body at a steep slope towards the body so that the hand can pull away from the writing.

The use of lines

For children whose writing style is different from Roman script and who have little opportunity to see Roman script written by hand, it is very helpful to begin learning to write with four guide-lines, as these help them to get used to the relative size and proportions of letters, which they often find difficult. Once children have sufficient experience the number of lines can be reduced to two and then one. the lines can be 5 or 4 mm apart, depending on the age and muscular development of the children. As young children gain fluency in handwriting, they tend to use one line as a base line to develop their own size of handwriting. Opportunities should be given to write without lines, as this is a useful skill and easier to acquire young.

Handwriting patterns

Handwriting patterns, apart from their creative value, give opportunities for developing

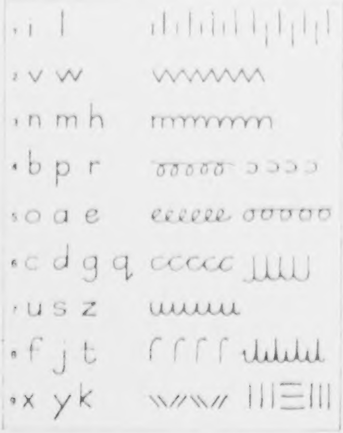
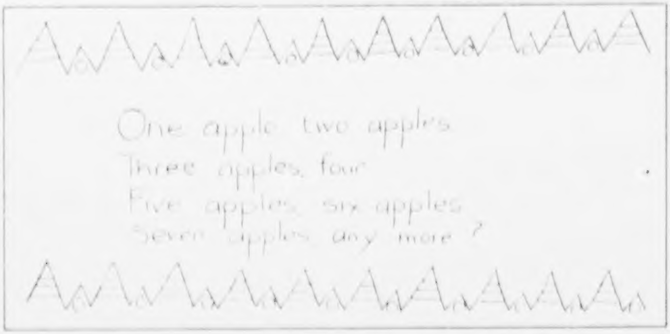


Fig. 4. Some practice patterns related to small letters. (From p. 49 of *Developing English with Young Learners.*)

the muscular skills needed in writing Roman script. They help to gain rhythm and flow in a left to right direction and help to consolidate the movements used in writing Roman letters. Children appear to enjoy making these types of patterns, and once they have copied the basic forms they can add their creative ideas. Handwriting patterns can be taught at the same time as children learn to write small letters.

Handwriting practice

Once children can write, they want to use their newly acquired skill. They appear to enjoy doing some handwriting as a home task. This can be copying a rhyme and decorating it with a handwriting pattern or even copying part of a story they know and like. However, it must not be forgotten that handwriting is used for communication and children need to have opportunities to write messages, notices, invitations etc. to communicate information. Children enjoy reading each others' handwriting and learn a lot about spacing, layout, and general presentation from each other's work. For this reason it is a good idea to arrange mini-exhibitions in the classroom when, for example, all the handwriting done for homework the previous evening is displayed on the front desks.



One apple two apples
Three apples four
Five apples six apples
Seven apples any more ?

Fig. 5. Example of handwriting homework.

Introducing cursive handwriting

The style of cursive (joined) handwriting which children have to learn is generally decided by the school. However, teachers should remember that children will find it easier if cursive writing is not introduced until they write quickly and accurately in print and no longer have to think about how to form the letters. Teachers often forget that writing in a different style from the print in the reading book slows up the process of learning to spell words, as the child not only has to think of the spelling but also how to write the word in a different style of handwriting.

Most children learn an adult cursive handwriting style with a few hours' practice, if the introduction is carefully structured. However, many teachers find it useful to introduce a simplified form of cursive handwriting first which joins letters in a simple logical way and gets children used to the necessary slant to the right and more oval shape of the letters. This simplified cursive style acts as a kind of bridge making the introduction of more complicated styles, such as the Palmer American style (which has many differently shaped small and capital letters) easier.

Handwriting is a lifetime skill and to be able to write a 'good hand' in English is still regarded as an asset in many societies, in spite of the typewriter and word processor. Thus it is important to start children off with the right handwriting habits and attitudes. Through handwriting and its related activities of making handwriting patterns, and colouring and illustrating them, children have opportunities to be creative in the early stages of learning English, when other types of creative activity are still limited.

NOTE

Opal Dunn is a lecturer, writer, and free-lance consultant on teaching English to young beginners in EFL, ESL, and bilingual situations. Author of the MiniMac series, Macmillan's ELTS—*Beginning English with young children*, *Developing English with young learners*, and UNESCO *Let's Play Asian Children's Games*.

NEWS FROM ISRAEL EDUCATIONAL TELEVISION
UPDATE ON "HELLO ISRAEL"
English by Television: Advanced levels
by *Sheila Been* and *Amos Paran*

In the *English Teachers' Journal*, 32, Dec. 1985, we introduced the series "Hello Israel". In this issue we would like to elaborate on the "package".

It is important to explain that the support material, published in the summer of 1986, takes the form of a Teacher's Edition and a Pupil's Workbook. The decision to publish a Pupil's Workbook was based on two important considerations:

1) Not all schools have photo-copying facilities; therefore teachers would be required to re-type all the material on stencil. This would mean a great deal of work for the teacher, be expensive for the school and inconvenient for the pupils.

2) It is important that materials be authentic both in style and in appearance. Authenticity contributes to "eye-appeal" and supplies visual clues regarding text-type, in this way realistic expectations are facilitated. It follows, then, that a re-typed version, without the benefit of print size and lay-out, would efface the appearance of authenticity and hence lose greatly in value.

Although these considerations fully justified the decision to publish a Pupil's Book, it had far-reaching implications in terms of writing and design. For example: Jigsaw activities pre-suppose that all the information is not accessible to everyone.

This is clearly difficult to arrange if all the information is in the Pupil's Book. Teachers will have to find ways of ensuring that pupils cover up the sections to which they are not supposed to have access. On the other hand, a Workbook lends itself to the inclusion of photographs and graphics, whereas a Teacher's Guide does not. In writing a Teacher's Guide only, therefore, the use of visuals was kept to a minimum. Later, with the decision to print a Pupil's Workbook, we changed the policy and included as many visual features as possible. All these problems notwithstanding, feedback from teachers at in-service training seminars indicates that the material has much to offer teachers and pupils of the 11th and 12th Grades.

For the purpose of this article, the material will be considered in terms of its usefulness in preparing pupils for the Bagrut exam. However, it should be stressed that it was not explicitly constructed as such.

The Oral Exam

Previous articles in the JOURNAL (Kleiner-Brandwein, Trattner, Byrne, Been) have made the point that "information" is the basis for any interaction; it is impossible to discuss anything unless one has some knowledge of the subject. Also any discussion implies that the parties have a shared departure point — each party may bring a different point of view depending on how each party interprets the same world knowledge. "Hello Israel" provides the information input through the powerful medium of the Television screen and the Workbook carefully builds in the necessary "language" to ensure active viewing and comprehension. A large variety of communicative activities is provided to introduce and reinforce the language. These include Role-plays, Debates (useful in the preparation for the Monologue section), Group-Discussions, Problem-solving tasks and others. Obviously, many of the ideas are derived from a variety of sources (Ur, Nuttal, Grellet, Lavery et al). In addition, there are several ideas which, as far as we know, are original; for example: "Journalistic Writing", a spin-off activity from Activity A "Let My People Go" from the unit "Soviet Jews" suggested in the Teacher's Edition only; "What Place Is It?", Activity Aa from the unit "Megiddo" (suggested in the Teacher's Edition only); "The Westwind-Astra" — Activity A from the unit "Science and Music". All these activities were tried out in class before we risked including them; teachers reported that they worked well and were a source of great enjoyment.

The Written Exam

Included are numerous reading passages from a wide range of sources: newspaper and magazine articles, feature stories, art reviews, advertising brochures, excerpts from encyclopedias, extracts from books and, above all, quotations from the telecasts. The tasks focus on different purposes for reading — reading for the main ideas, to guess from context, to read for detail and answer questions based on the format of the questions on the unseen passages of the written Bagrut etc.

In addition, there are many writing exercises for the purpose of attaining grammatical competence and developing writing skills. Most of these also follow the format of the Bagrut: cloze, paraphrases, rewrites and dialogue completions. We have also included the unscrambling of sentences and paragraphs, since we believe that this is an excellent technique for teaching discourse skills such as linking signals and pronominalisation.

The Teacher's Edition

As the name implies, this book includes notes for teachers as well as the pages from the Pupil's Workbook. The book is constructed as follows:

- A general introduction giving the general format of each unit plus a detailed methodology of recurring tasks;
- Detailed steps in the presentation of each unit (quasi-lesson plans but without any attempt at timing);
- Answer keys given either in the guidelines section or filled-in in the appropriate places in the pupil's pages;
- A list of selected vocabulary in context;
- References to subjects related to the Oral Bagrut syllabus.

The series focuses on many aspects of Israeli life, some of which may be familiar to our pupils and some may not; but the shared departure point lies in the fact that the setting is always Israel. We found that we learnt from the series and we hope that you, together with your pupils, do, too.

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	Cloze	Debate	Dialogue Completion	Editing	Group Discussion	Information Transfer	Jigsaw	Medium of T.V.	Quiz	Quotes	Rating	Reading Passages	Rewrites	Role-play	Unscrambling	Writing
Art and Atmosphere	●		●	●						●		●	●			
Democracy in Israel																
Freedom of Expression										●	●		●			
Soviet Jews						●	●									● ●
Have You Been There? No. 1																
Hammat Gader						●										
Gamla		●							●		●	●				
Have You Been There? No. 2																
Behind the Scenes with Walter Zanger			●					●						●		
The Dolmens							●									
Have You Been There? No. 3																
Somewhere in the North					●	●	●								●	
Tiberias							●	●						●	●	
It's Part of Life	●					●				●				● ●	●	●
Jerusalem Through the Ages	●		●			●			●				●			
Looking at Jerusalem																
The Language of Stone					●					●						
An Unconventional Architect										●		●	●	●		
Mysteries										●	●	● ●				●
New Israelis		●	●		●					●			●	●		
Our Home-grown Holiday	●							●					●			
Science and Music																
The Westwind Jet					●	●	●							●		●
Music - Jacques and Yvonne Laseri								●								
Sports Spots	●		●	●			●					●		●		
Unusual Occupations				●								●				
Women in Israel		●									●	●		● ●		●

LETTERS TO THE EDITOR

Sir,

Each new issue of ETJ increases my appreciation for the pains taken to make it so informative and functionally useful. I find the details and the procedures for the new Oral Bagrut examinations very sensible and practical. These guidelines could easily be treated as language-neutral because they provide for the use of the scales for assessing oral skills in any second/foreign language. Further, I found the thematic set of articles on Heterogeneous Classes and Individualized Learning in an earlier issue very informative indeed.

Virinder K Sabharwal

Reader in Modern Language Teaching, Delhi University, India

THE NEW ORAL BAGRUT

Sir,

I would like to congratulate the initiators of the new Bagrut programme, which is stimulating to teach and most rewarding to test. It was a genuine pleasure to see how the students opened up during the various Stations with enthusiasm and ingenuity. I certainly gained from the experience.

Gloria Lowenstein, Yehud High School

Sir,

As a teacher, I was pleased with the opportunity presented us by the new syllabus. While we had always tried to do some oral work, the pressure of time forced us to concentrate on those skills which would be tested. The new format gave us that incentive needed to spend more time on oral skills. To my surprise, I discovered that my class's vocabulary grew tremendously. The students retained new vocabulary, idiomatic expressions and grammatical patterns far better than they had in the past. They also enjoyed the oral discussions.

However, I found the test itself problematic. I tried to follow the guidelines in the yellow book. While for the most part there was a correlation between the two testers, I found that some teachers evaluated the pupils subjectively. As a result, there were instances when weaker pupils tested by one set of testers received grades higher than those of better students tested by stricter teachers.

The testing of literature was the most problematic part of the exam, and needs reevaluation. Perhaps the first thing we have to do in evaluating this part of the test, is to decide what we really want to test. Most of us certainly enjoy teaching literature more than we do the other aspects of the language, and classes enjoy learning literature more than doing unseens and grammar. But can we really be expected to teach literary competence through a few pieces of work?

I feel that the true value of teaching literature in the English classroom is that it gives us a vehicle through which we can strengthen other skills pleasantly. Literature gives us a topic for discussion. Students can relate to what they have read. Homework assignments enable the students to write guided paragraphs on specific topics using vocabulary and structures seen in the piece of literature and reviewed in class. Knowledge learned about the society in which the story takes place and literary competence are really the icing on the cake. Once we decide what can really be expected of the pupils, we can decide how to test it.

The testing of literature has to be more uniform. It was here that I saw the greatest number of discrepancies. It is not fair when a tester harps on one aspect of the literary syllabus which seems relevant to her but doesn't speak about those aspects which were covered in class. I believe the syllabus should be narrowed greatly in order to enable us to teach all the skills necessary, but within that narrow choice, the pupils should be ready to answer questions on any one of the pieces.

The subjects for role-playing were limited and at times uninteresting for the students. I would like to see the topics more open so that they could be more spontaneous. However, I fear this might be a serious setback for mediocre pupils and impossible for weak ones who had a difficult time as it is, but were at least able to learn a basic vocabulary and pat expressions for each topic. Perhaps role-playing requirements should be different for 5 and 4 Point tests.

Although Three Point pupils found the test difficult, those who studied and prepared came away with a basic vocabulary and expressions for everyday speech which they would otherwise not have mastered. For the weaker pupils who sometimes don't understand the questions we ask them, listening comprehension is a crucial skill and their evaluation should take that more into account.

I don't know how the group discussion will work out. The few I did in class last year showed me that the Five Point students could certainly do it well and it was an important skill for them to learn but quiet pupils suffer here. For Three Point students, it is an impossible task.

I am in favor of the modified oral Bagrut given this past year.

Ditza Verter, René Cassin School, Jerusalem

Sir,

Generally, I was satisfied with the test because it was clearly seen that teachers have put a greater effort on communication activities in the classroom. There was a consistent discrepancy between the marks of the two Stations. The presence of the classroom teacher was unnecessary, and anyway he/she could not be present at both Stations at the same time. As a result of this test, it seems to me that the literature programme should be cut down. Orally, one can ask for more details and therefore it is difficult even for good pupils to remember so many details from so many works.

Malka Schlesinger, Tel Aviv

Sir,

I prefer the new Bagrut. You can test the different skills more accurately. The test and its results are more objective this way. The more skills ("stations") you have the better.

Gila Kadmon, Tel Aviv

Sir,

Schools were, in general, ready for the new two-stage examination: rooms close to one another; "Station One, Two" clearly marked on doors; classroom teacher moving alternately from one room to the other. My overall impression is that the teaching backwash of the new oral examination has significantly improved pupils' oral communicative skills, particularly with 3-Point students. The most refreshing and at the same time valid oral testing-method has been the role-play stage. Many a time it introduced "fun" into the examination atmosphere, reduced tension and revealed the examinee's real level of oral communication. The nine minutes alloted for each station containing two different activities proved to be insufficient; this may be worse next year when the third Station is to be introduced. Despite some minor teething problems of the new battery oral examination, it has — in my view — improved the oral communicative skills of our pupils through increased classroom practice, and with improved examiner-training will make the oral test-mark more valid.

Eliyahu Galore, Tel Aviv

Sir,

I had to watch myself very carefully not to evaluate accuracy and fluency when the literature section came up. Since this too is a part of communication, I think accuracy and fluency should be assessed if literature is handled orally next year. The testing was interesting and fun, especially the role-playing. I think the students enjoyed this part too.

Edna Rettig, Tel Aviv

Sir,

From the new approach to the oral test, I understand that the major aim is to encourage and increase oral practice in the classroom. I personally disagree with these new priorities since I feel that our main task in high schools is to prepare the pupils for further academic studies, where they will need other language skills, such as reading comprehension and writing, rather than speaking. However, if those are the Inspectorate's new priorities, the new oral test has undoubtedly helped achieve them. We teachers devote more than one fifth of the lessons to oral work, in addition to increased awareness of the subject in all English lessons. Yet as a tester it took me no more than 7–8 minutes to assess the pupil's oral performance; all the rest was unnecessary and tedious.

Margaret Mishani, Holon

Sir,

This year most of the 3-Point pupils failed the oral test or received grades of 50%–60%. The 10% bonus was insignificant in raising the grade. Most 3-Point pupils cannot participate in a role play because they lack vocabulary, fluency and the ability to communicate freely (I am not sure they could role-play in Hebrew).

Pnina Aharonov, Acco

Sir,

It did not matter to the examinees whether the class teacher was present or not. I think the students sometimes feel less constrained when talking to a complete stranger. For 5-Pointers, the Literature test was excellent; we gave more than one question — in fact several of varying depth and found the students felt most at ease here. It also helped a lot to be able to grade on content matter alone. I feel that the role play should be abandoned: it is very difficult to participate and grade simultaneously.

Naomi Kerer, Har V'Gai School, Upper Galilee

Sir,

In general, reactions of all concerned were favourable — the fact that there is a syllabus ensures that all parties take it seriously and also provides a well-defined framework which guides and motivates both pupils and teachers. However, in the role-play, weaker pupils and particularly introvert pupils are at a disadvantage. Due to the technical difficulties, we shudder to think what will happen in 1987 if there is a third Station. Teacher presence in the exam room was essential to encourage and "calm down" the pupils and ensured a fairer examination. I enjoyed the whole thing — especially a feeling of the "legitimization" of all the talk activities, group work, etc. in class.

Adeerah Meyers, Rehovot

Sir,

The examination was more interesting, which enabled us to evaluate the students' proficiency more effectively. Although the oral grades in most cases were higher than the written ones, they reflect the effort invested by the students in preparations for the oral examination. This includes reading the literature more thoroughly than ever before and being able to display competence in the various English-speaking skills.

English Teachers, De Shalit School, Rehovot

Sir,

The role play was especially successful — much to my surprise! I also found that having more than one examiner helped in giving a more objective rating of the pupil's abilities.

Carol Fust, Western Galilee

Sir,

We enjoyed the experience of testing, and, except for the very weak students, found the students well-prepared. Working as a team was another enjoyable aspect of our testing. Preparation of students for the Oral Bagrut demanded a thematic approach on the part of the teacher, as well as a more sophisticated type of thinking on the part of students. The new Oral Bagrut helped sustain student motivation. We would like to see this new format continue with no expansion in the number of dialogues, pictures or discussion topics. Some teachers felt that the relatively good grades received by the weaker students led them to misinterpret the results and develop illusions about their future performance in the written paper. Most of us felt that the two Stations gave a very full picture of the student's oral ability and therefore do not see the need for the third Station (group discussion).

Tehia Gronau, Francine Landau, Ruth Putter, Dora Calabresi,
Bosmat School, Haifa

Sir,

The new test has used up a disproportionate number of teaching hours, in preparations and in testing. The ideas institutionalized in the new test (Role-Play, Pictures) are not new and I have used them personally for years — no harm has been done by making them mandatory. This seems to be an end serving a means — "a battery of tests": how fine it sounds and how silly it looks in practice. The Yellow Book is a wholly effective way of killing all spontaneity and creativity. It is only fair to add that the co-operation with a team of teachers from another school was fun and also helped pedagogically. The fact is that the enterprise was imposed on the 12th year of study when pressures are so great. Maybe it is possible to do this test in Grade 11, in its expanded form, using improved materials.

Pamela Friedland, Central District

Sir,

Together with colleagues who have tested this year, our feeling is quite negative. Firstly, the technical problems were so great as to make it a nightmare. It was extremely difficult to find days that were equally suitable to two teachers and the school. Because it was so difficult for the Inspectorate to find testers, I agreed to test in six different schools, something I will never do again. Secondly, I feel there is no change in the mark as compared to previous years. It was extremely difficult to be objective when the student is facing you — and the marking is totally subjective. As for the actual test, I personally felt that the role-play was artificial, stilted and boring. I am not very good at acting and found it absolutely a burden to sit for three hours and do role-play. And finally, it seems to me that it is simply immoral to spend so much money on testing when we are going through such difficult economic times.

Shoshana Silbert, Beer Sheba

Sir,

Restoring the 'official' value of literature by including it in the exam is to be welcomed, but the transition from an artificial conversation to a specific question on a literature text is both disconcerting and unnecessary... Our examiners did not test on texts they did not teach: the principle of autonomy in teaching specific literature texts can scarcely be maintained under such testing situations and it would be most depressing to go back to a limited number of set texts.... Just what a 'monologue', that evolves from role-playing or not, is — remains to be defined. In many cases, it was a repetition of the rich or poor vocabulary already established in the role-playing. Role-playing itself proved strenuous, artificial and not nearly as vital as may have been intended... amateur experimentation of reluctant participants. So the question is still — why so much ado about so little? The subjective angle has not, nor can it be, eliminated. Notwithstanding the above, the advantages of preparation for more 'speaking' are valuable if begun earlier and more in keeping with each specific school's needs. In our school, for example, we may introduce the Yellow Pamphlet in Grade 10 classes. We do appreciate the need for an improvement in teaching methods and innovative manners introduced in classroom techniques. If two examiners are more desirable than one, perhaps one station could deal with general conversation and the other station with literature... Please allow us to express our thanks to the examining team that spent so many hours with us in a most co-operative and cordial atmosphere. The whole issue of how and when to institute the changes in the oral exam could also have created such feelings of productive work for a common goal.

Shulamit Ashkenazi, Kiriat Bialik

Sir,

As an examiner, I had to spend more time in the school than in previous years, without compensation. However, the summation of marks at the end was a good feature. It certainly gave a more accurate picture of the student's ability. As far as the organization of the testing was concerned, it was a major headache. Here the Ministry really fell down on the job. You conceived the new system and then threw us to the wolves with no guidelines on organization and timing. The whole procedure should be well thought out and suggestions made to the teachers as to how to go about organizing the test. I wonder who will reimburse me for the dozens of phone calls made to insure the smooth running of the testing. There were positive aspects to the new Oral Bagrut — marks were more realistic, students like the new format and many showed that they had prepared for the exam. The negative aspects were mainly in the organization of the operation, in the schools and with the examiners.

Sim Goobich, Naharia

Sir,

The total mark gave an accurate picture of the performance of the examinees. I would not like to draw conclusions after one year. I understand that the examinee must "perform" more if the mark is now worth 20%, but I don't know if the test as it was this year is the answer.

Rivka Sagi

Sir,

When the rating scale was followed very strictly, grades were much lower than in previous years. It was almost impossible, even for very good students, to get full marks. In several cases, the literature programme had been very loosely covered... it seems to me that a stricter control of the teaching of literature is required: the new examination is an excellent tool for that. On the whole, the mark achieved at the Role-Play and Literature station was lower than that at the Interview and Monologue station, which is reasonable. These results were similar when we examiners changed stations — a good indicator of correlation between the evaluation of examiners, hence of the reliability of the test.

Pnina Rosenbluth, Jerusalem

Sir,

Testers must be better prepared and trained... one examiner rejected answers because they did not match up to the work she had done on that author when she was studying for her M.A. Although we did not consider the testing of our own students this year successful, we do believe that this is the direction in which the oral exam must move if it is to be a true test of a student's verbal ability.

Sipora Parks, Givat Brenner

Sir,

Those who know how to speak — speak! Since I believe that what is really needed in English is not talking, I suggest keeping the test to 15% and only do the interview and monologue as one unit (10%) and the literature as another 5%. I do believe that the Listening Comprehension should gain more weight and become 15% as we have to understand much more than we have to express.

Yossie Hadar, Lower Galilee

Sir,

It did not worry me whether a teacher should be present or not — that is a question that should be addressed to students. My overall feeling is that the new test marks a huge improvement on previous oral tests as regards both validity and reliability. Do not be put off by any negative teacher reaction this year: the main problems were logistic and the extra work for both organisers and testers. The organisation will be much easier the second time round. The pedagogical backwash is excellent — all the way down to Grade 4. One suggestion: it is very difficult to roleplay and assess simultaneously; could two students roleplay together in front of the tester, freeing him/ to concentrate on accurate assessment? Or possibly combine the roleplay and discussion stations, letting two students choose between a role-play or discussion topic, and do it in 5 minutes? In my opinion, the new Oral Bagrut needs to run in its present format for at least three years before any reliable conclusions can be drawn. My first reactions are as noted above — very positive.

Penny Ur, Upper Galilee

Sir,

I was very apprehensive of the new test and had many reservations. Now I am an enthusiastic supporter. Examining is much easier now the material is more clearly defined. Marking was much easier, though when we came to add up the total mark we found that it was usually lower than the one we would have given in previous years. The monologue was a problem as the pupils were not able to talk at length on their own: it turned into a second interview.

Vivienne Riffkin, Yemin Orde

Sir,

The greatest advantage of the program was the pedagogic results in the classroom. Classroom activities no doubt introduced more communication and a greater mastery of a wider vocabulary and they were, on the whole, enjoyed. However, most of us were anyway using more or less these techniques in our classrooms and the need to cover a set oral curriculum created a lot of pressure and led us to neglect other valuable areas such as reading comprehension, dictionary work and written work. Examining the literary texts was valid and useful. It restored some measure of value to the study of the texts in the pupil's eyes and was a test in which the examiner could force the pupil to veer away from answers learnt off by heart and test true understanding. However, examiners have to realise that they are getting back a particular teacher's interpretation and have to be flexible enough to make allowance for that (this was difficult this year for inexperienced examiners and also for veterans who insist on their own interpretations). The organisation problem in our school where we have always enjoyed classroom autonomy was enormous. One way of solving this problem would be to enforce uniformity of syllabus on a school, but I feel this would be a pity.

We have not achieved greater objectivity in marking; I doubt if an oral examination is really reliable at any stage. I find myself totally unable to follow the various categories for marking given in the Yellow Book. In fact my main complaint about the examination is the lack of objectivity; perhaps it could be overcome if a select group of examiners were given intensive training. In summary, I would make the following points: (1) the role play is unmanageable; (2) the exam remains non-objective; (3) it is difficult to carry out the scheme efficiently without disrupting the school; (4) the main gain out of the new system is what happens in the classroom, which I feel very satisfied about; (5) examining of the literature is a gain, though the problems of the syllabi have to be dealt with; (6) while the idea of working with the pupils on general areas of discussion was wonderful in the classroom, I am not sure whether the monologue test was successful. I would be happy if we could return to the old format and give it a value of 10% once again, but I would not like us to lose the gains in the classroom that this system has brought about. Surely responsible teachers could be persuaded to carry on using these terrific techniques without having the whip of the exam hanging over their heads? Classroom — yes! Exam — no!

Frankie Jaffe, Haifa

Sir,

As a teaching tool, the role-play can be useful, but under exam conditions none of us was able to sustain a meaningful exchange for more than a few sentences. Some of the pupils had been drilled in fixed answers and questions, thus making it difficult to regard that part of the examination as meaningful. I was very pleased with the literature part. My own pupils' attitude to the literature was serious once again. I should like more weight to be given to the literature, but the wide choice of syllabus makes it very difficult for the examiners. I recommend an Oral Bagrut of two stations, one devoted to an extended interview and the other to literature.

Bianca Kimel, Haifa

Sir,
The Yellow Book and its pictures, roleplays etc. can only be preparatory material; in the exam itself new pictures and topics for roleplays should be presented. This is the real test. Literature should be tested on the full program, to make sure the school has covered it all.

Hana Veltzman, Karmiel

Sir,

It must be said that the exam did encourage a more effective development of oral skills. Unfortunately, preparations for the new exam also guzzle time. The Inspectorate's suggestion that shorter literary texts be chosen is fine, but the suggestion that most reading be done at home is not feasible with weaker classes — it is so obvious to them that understanding a text means understanding the vocabulary that the teacher must give guidance, encouragement, cajolments and hints to combat this and help pupils learn to trust textual meaningfulness and themselves, to rely on context and common sense. The rating scale for literature has a high face value and can be applied with relative ease, but I doubt if it is really valid or appropriate. My own view of literature in the high school is that there should be no attempt to take seriously the notion of *the* correct interpretation of a work, but rather to emphasize involvement and personal response. I have nothing against the study of literary structure, but I am convinced that it is all an arid, unconvincing exercise — unless it comes after there has been an emotional response. I am quite prepared to stay at the experiential level in high school.

Harry Adler, Nazareth Illit

Sir,

Unfortunately, the teachers did not measure up to the expectations of the syllabus. In most cases, the interview was very frustrating and the scope of the pupils' answers was very limited. They either knew the roles by heart, in which case any diversion caused them to lose track altogether, or they were simply misled about the creative interpretation of the picture or the role.

Bader Younis, Ara

Sir,

An interesting phenomenon in the literature section was that, in Technical Schools, whenever pupils received a question based on an article in Technical English, they invariably rejected it in favour of a literary text. This seems to be further evidence that the specific teaching of Technical English is superfluous. Good writing in history, sociology etc. shares many of the attributes of technical writing. Therefore, we should not be teaching "Technical English" as such, but the features of good expository wiriting.

Geoff Toister, Jerusalem

Sir,

On the whole I think there can be no doubt that as a result of the language "revolution" in the classroom (i.e. an increased emphasis on communicative language skills), pupils are speaking more and better than they did previously. This alone is a milestone in English Language teaching in Israel. One problem is that the Yellow Book by Hazel Camron presents specific topics for study rather than specific language functions which could be applied to a variety of different situations. For example, students should be taught, in the book itself, the language of persuasion, criticism, apology, how to elicit information etc, and while studying these language functions apply them to role plays and group discussions. I would add one personal note: the introduction of communicative language teaching into my own classroom has made teaching more stimulating for me and learning more challenging for my students. In short, it is more fun for all of us, and they certainly benefit from it by being able to express themselves on a variety of subjects in another language.

I am sure that other teachers have also mentioned the fact that the examiners should be better trained. We obviously need more workshops, because the success of the exam, i.e. its ability to permit the student the opportunity to utilize the oral skills he has acquired, depends on the interaction between the examiner and the student. The skill of the examiner determines, to a large extent, the success of the exam. For this reason, more workshops are necessary.

Tamar Alpher, Tel Aviv

Sir,

The monologue seemed to carry pride of place. The pupils could speak freely on issues dear to their hearts or of interest to them. As for the role-play, there is a limited number of arguments for each case, so the examiners' stimulus triggers off a cliché. With regard to the literature, certain examiners were not familiar with some of the material for examination, so they left it out, though the pupils had "invested" time and effort in learning it. The examiners are not equally demanding. Some still think their presence in the examination is a mere formality and that their task is to give everybody top marks. On the other hand, others are impatient or downright nervous and instead of adopting the encouraging attitude towards the candidate as recommended by the Inspectorate, scare him. In view of this year's experience, I would suggest greater freedom for the examiner in the choice of role-plays, and permission to bring cuttings from newspapers for use in the monologue.

Carola Trattner, Shazar School, Holon

Sir,

On the whole I think that this kind of extended oral test has more validity and is probably fairer to pupils if properly administered. I have reservations about the additional 10% granted to the 3-Point examinees: the results were that all of them got relatively higher marks than the 4-Point pupils and it is nearly impossible for them to fail because the examiner automatically asks the 3-Pointers easier and different questions and expectations are lower. We had one very experienced and capable tester who did the literature and the role-play; the other tester was an inexperienced non-native speaker. She herself made mistakes in English, her questions were repetitious and sometimes even embarrassing ("How does your family of ten manage on your father's income?"). Her judgment was poor. She was afraid to give the better ones good marks and the poorer ones low marks. Even an inexperienced tester, with a good command of English, should be able to ask friendly, fair and intelligent questions, which are answerable. If the tester is not fluent in English, he/she is nervous, unsure and not relaxed enough to think intelligently. This could be avoided by a more careful selection of testers.

Amalie Etkin, Ganei Yehuda

Sir,

The following human limitations may have prevented the objective grades the Ministry had hoped for: the pressure of too many students per tester per day, too much time pressure in an attempt to harmonize with the buddy teacher and eliminate backup in the corridors, and too many inexperienced testers.

Narrowing the gap between the oral and written exam grades may be difficult to achieve for the following reasons. Certain students still feel insecure without memorization, students tend to speak in the same fluency or grammatical pattern regardless of approach (role-play, picture, monologue), and as in everyday communication the tester tolerates some error, while the other three skills demand more accuracy.

Furthermore, the oral examination is an individualized, custom-made test for the testee by the tester to keep the student calm, encouraged and responsive.

Can we increase oral proficiency in the classroom and test it in a more efficient, less costly manner? Has anyone suggested internal exams by sister teachers or schools in each grade? For example, I suggest grade 9 — interview; grade 10 — role-play; grade 11 — literature, monologue; grade 12 — group discussion by external testers. In my 5-Point class, group discussion was the most valuable part of my oral lesson.

Over the years the changing program has certainly been lively, challenging and full of surprises.

Brenda Glick, Beersheva

TECHNICAL ENGLISH

Sir,

At a meeting held at Bezeq Technical College it was unanimously decided:

1. To establish a group for the social, intellectual and language intercourse between teachers of ESP/technical English. That such a group serve as a forum for pooling teaching material, airing problems and offering solutions evolved from actual teaching experience. The active participation, quantitive and qualitive, will determine a possible eventual establishment of a formal Society.
2. To establish and maintain contact between members of the group by means of a regular *newsletter* including:
   (a) information from members who are willing to share their teaching material with others;
   (b) discussions and questions about specific problems and/or solutions;
   (c) report on methodologies and other suggestions;
   (d) information about meetings and other events, innovations, etc. of interest to members of the group.
   The active participation in terms of contributions, demand, etc. will determine the format and life-span of the newsletter and its possible eventual expansion into a Journal.
3. To establish workshops and/or meetings devoted to specific areas of ESP/technical English.

The participants at the meeting have asked me to stress, and most forcibly, that all the above is possible ONLY on the condition that there is a sufficiently large number of people interested in forming such a group, and that there be an explicit commitment of teachers to participate and to do so actively. Mere expressions of interest and willingness to accept the fruit of others' experience and labours cannot constitute a sufficiently strong basis for the desired framework for co-operation.

Ruth Arnon, Bezeq College, Jerusalem

DICTIONARY USE

Sir,

We were recently informed that as of 1988 students doing the 4-Point Bagrut in English will be permitted to use the new Oxford English-Hebrew dictionary. Several of my students have already purchased the new book and it is indeed a very good dictionary. It will certainly help students translate words more quickly. I fail to understand, however, why it is being permitted for use on the Bagrut exam. For several years now we have been teaching the use of good English-English dictionaries and I think we have achieved moderate success — after the initial hesitancy most of our 4-Point pupils find the dictionary a positive learning aid. As a teacher I consider it an additional encounter with authentic English.

Permitting the use of the bi-lingual dictionary for 4-Point students is a setback in our goals and will certainly lead to the general abandonment of the English-English dictionary. Is the decision final? I would like to see it dropped. I know that other teachers I have spoken with also disagree with the new decision.

Yehuda Geller, Beit Yehuda

"TEACHER'S TEARS"

Sir,

In the hall, in view of pupils, unpredicted flow the tears,
"Why am I so 'unrespected'?" Words that fall on startled ears.
Present perfect, simple tenses; do without naive pretenses.
It's not English that I teach, I teach pupils — strive to reach
Their minds, their hearts, their very souls.
Help each one achieve great goals.
Meetings and evaluations, talks with parents and advisors.
Never lose respect or patience; always be a sympathiser.
Never hurt their fragile egos, be polite, show pride, respect.
Honor them, be true sincere, oh, this from teachers we expect.
Educate them — teach and learn but... when does teacher get a turn?
I too need food for energy to face tomorrow and to be
All that you expect to find, so try to be a bit more kind.
I am hungry and I yearn to hear your praise, to have my turn,
So I can then go on and do my teaching work as I'm meant to.

Elana Cheshin, Brenner School, Petach Tikva

INTER-ACTION, ASHKELON

Sir,

The English Training and Resource Centre of Ashkelon was opened in March 1983 by Inter-Action, with the assistance of Project Renewal Ashkelon, the British Council, the British Olim Society, the Department of Education in the Ashkelon Municipality and the Department of English in the Education and Culture Ministry.

The Centre offers a wide range of educational resources for the Teaching of English as a Foreign Language (TEFL), both in the schools and in the community at large. For a low annual subscription, teachers are able to borrow sets of Readers, and class libraries can be established.

There are over 1200 books in the library and members of all ages, both school children and adults, are encouraged to purchase individual subscriptions and take advantage of the Centre's services.

English Courses are run for adults and teachers on sabbatical; tutorials are available for students.

At the summer Hishtalmut this year, the teachers were treated to something quite different. In addition to 3 days of lectures, the English Centre staged an exhibition of teaching materials that can be borrowed or bought, and the "London Experience" was opened to the public.

A team of environmental artists and other willing hands worked day and night to turn a room in the basement into the "London Experience". The idea was conceived many months ago. The ultimate aim is to move the exhibition to a much larger hall, and invite English teachers with their classes to see and experience a little of what London is all about.

Visitors were given a map of the room which had been divided into four areas. The market area, which was representative of Covent Garden, Portobello Road, and Petticoat Lane, was manned by a Cockney couple. A constant slide show stopped viewers in their tracks and kept their interest for a few minutes. The monument section consisted of wall murals, depicting the Houses of Parliament, Buckingham Palace, Westminster Abbey and Nelson stood on his column in Trafalgar Square. Hyde Park meant of course Speakers' Corner and we were able to find a willing orator who tried hard to heckle with the passersby.

Harrods, a beautiful red London bus, a London Bobby, a red 'phone booth and some punks filled the shopping area. One live punk kept himself busy making badges for the public next to a map of the Underground.

And what of London's night life? Well — here we really enjoyed ourselves. The pub scene — "Cockney Pride Tavern", Experimental Theatre, ballet, Shakespeare, marionettes and puppets, were displayed using various art forms. Disco music which was punctuated every so often by the chimes of Big Ben, gave atmosphere to this exhibit. Visitors were given "theatre tickets" which entitled them to a cup of tea and a cucumber sandwich, once they had completed their tour.

Our hard work was rewarded by the many compliments we received and we look forward to re-opening the exhibition at the beginning of November. We hope to exploit each area with as much student participation as possible. Work sheets, activities, drama and song will be presented in order to stimulate ideas for the classroom.

In anticipation of the success of this type of activity, we plan to do an "Ashkelon Experience" later in the year.

The next project on our calendar is to equip and open our Self-Access Room which will be staffed by volunteers. As a result of the staunch efforts of a Women's Committee in London, a sizeable amount of money has been raised to help us equip this room, which will be made available to all our subscribers. The language laboratory will also be used by adults who take our English courses.

The English Centre serves as headquarters for ETAI, Ashkelon branch, and all activities take place there.

We offer a consultancy service which helps establish English Centres in other parts of the country. We are very pleased to have visitors and would be happy to welcome you if you should be in our area.

Judy Dobkins, Ashkelon

BRITISH COUNCIL COURSE IN ENGLAND

Sir,

I would like to express my sincere thanks, both to the British Council and the English Inspectorate, for giving me the opportunity to attend a marvellous Summer Course in Exeter. It was truly a wonderful experience.

I would like to thank Rephael Gefen and Ian Seaton especially for helping me to choose the appropriate subject, "Interaction and the Individual in the Classroom", which is our current goal in the new Bagrut Exam.

I must admit that I have derived much use and assistance from the course in my teaching. All lecturers were very outstanding and friendly too. They helped to collect as much material as we could carry home with us, such as visual aids, cassettes for listening with worksheets, different ideas for individual work and plenty of ideas for interaction in class.

All our school staff have been gaining a lot from this course. In the near future we are going to get the Audio-Lab for listening. And I hope to get IBM computers next year and make use of them in our English classroom. I am sure all my lecturers will be delighted to hear this.

Once again I would like to thank all my lecturers, the British Council, and the English Inspectorate for this most unforgettable opportunity.

Yours sincerely,

Segulla Ghosalkar, Danziger School, Kiryat Shmonah

TESOL '86 — ANAHEIM, CALIFORNIA

Sir,

Even though I was informed prior to my departure that the annual international TESOL convention is a big event, it turned out to be bigger, more elaborate and far more impressive than my wildest expectations. This is a clear reflection on the rapid pace at which TESOL is growing all over the world. The teaching of English as a foreign/second language is no longer merely a subject taught at school, but a profession in itself, which includes a wide range of trends.

My workshop (EFL Round the World Activities for Socially-Disadvantaged Learners) began with a general description of the teaching of English in Israel. This was followed by a report on the socially-disadvantaged learners — their specific problems and special needs. A brief account regarding how the project began, its aims and present achievements concluded the frontal part of the presentation.

The participants then worked in groups: examining a large collections of files which contained texts and worksheets, playing board games, solving riddles and puzzles and discussing the material.

The "class" was brought together again with a series of drama games and activities. The climax of the workshop was reached when together we sang songs of Peace and Brotherhood in both English and *Hebrew*!

Finally, a written invitation to join our project and exchange albums with us was distributed. We all parted somewhat exhausted, but in high spirits after 2½ hours of concentrated activities.

Unfortunately, Israel does not rank among the leading ten in the popularity hit parade. No red carpets were spread out when people learnt I was from Israel. Some indeed showed interest and expressed enthusiasm, but amongst the people I met many proved to be quite ignorant, while others were totally uninterested and indifferent. More than once my saying that I am from Israel was received with an icy "ah" and cold shoulder.

I was confronted with questions and statements such as:

— "Well, you speak Arabic in Israel like all the other Arab countries, don't you?"

— "Oh, I always thought that English is the major language over there and that Hebrew is taught as a second language for Bible studies and religious purposes."

— "Is Jerusalem really the capital of Israel? I always thought that Israel is one thing and that Jerusalem is something separate."

And so, whenever I got the chance I talked about Israel: about schools and education, about daily life and the people, about our beautiful country and the radiant sunshine. Politics, economy and security I left for the politicians. This is my modest contribution to Israel's public relations.

Maybe the next time teachers like those from Malaya, Japan or Brasil I became friendly with, hear about Israel, it will be with a new familiarity, a different attitude and a positive interest. We have already received letters from Navaho Indian pupils from New Mexico!

TESOL '86 was a dream come true. It was not only fun and exciting, but stimulating, refreshening and enrichening. I learnt a lot about TESOL in general and LEP (Lacking English Proficiency) learners in particular.

Judy Yaron, Ben Zvi Junior High School

Sir,

In-Service Training

Budgets have been squeezed, inspectors have retired, Teacher-counsellors are too few and badly overworked. The In-Service Training School of Beit Berl and indeed the college itself are ready, willing and able to assist in this worsening situation.

How can we help?

— With material resources and lecturers in the organization of single study days.

— With semester or annual in-service courses planned together with inspectors/counsellors.

— With each of our scheduled courses opened to teachers and offering credits for "Moreh Musmach", "Moreh Bachir" (Grades 4–10), Merakez Miktzoah and B. Ed. (even single courses of two hours duration may be taken).

What scheduled courses is the College offering this year (Oct. 1986 — June 1987)?

— B.Ed. (4 year) full/part-time.

— "Moreh Bachir" (Primary School) — Thursday morning.

— "Moreh Bachir" (Intermediate Division) — Thursday morning

— A 120-hours training course with gemul hishtalmut — Thursday afternoons.

— A retraining course for professionals or teachers of subjects other than English.

Courses of Special Interest

The English Department and the In-Service Training School offer the full range of courses normally taught within the fields of English proficiency, Linguistics, Literature and Methodology. These may be taken *en bloc* or as individual lecture courses. Here are some examples of courses that may be of immediate interest to the In-Service teacher:

— Computers in the service of English teaching (Thursdays).

— Testing and evaluation with special reference to English teaching (Thursdays).

— A two-semester course in TEFL by Television.

— A semester course in creative drama and English teaching.

— An intensive course on primary language acquisition (teaching techniques for grades 4–6).

— A seminar on the subject of language acquisition.

— Advanced English proficiency course for practising teachers.

— A seminar on women's writing.

Should you need any further information, please contact Mina, the Secretary of the In-Service Training School, who will be pleased to help. (Tel. 052-25155).

Dr. Yitschak Enav, Head of English Department, Beit Berl College

CONFERENCE ANNOUNCEMENTS

English Teachers' Association of Israel (E.T.A.I.)
Northern Region Spring Conference, Haifa, 16 March 1987 (Purim)
Annual National Conference, Jerusalem, July 1987
Second Jerusalem International Conference on TEFL, 10–14 July 1988
Details from E.T.A.I., P.O.Box 7663, Jerusalem

International Association of Teachers of English as a Foreign Language (IATEFL)
Twenty-first International Conference, 12–14 April 1987, in Middelkerke-Westende, Belgium. Information from IATEFL, 3 Kingsdown Chambers, Kingsdown Park, Tankerton, Whitstable CT5 2DJ, England.

Teachers of English to Speakers of Other Languages (TESOL)
Twenty-first Annual Convention, 22–25 April 1987, in Miami, USA
Information from TESOL Central Office, 1118, 22nd Street NW, Suite 205, Washington DC 20037, USA

Federation Internationale des Professeurs de Langues Vivantes (FIPLV)
World Congress: Learning Languages is Learning to Live Together.
Canberra, Australia, 4–8 January 1988.
Details from Modern Language Teachers' Association, G.P.O. 989, Canberra, Australia.

The English-teaching profession in Israel congratulates Ian Seaton, English Language Officer of the British Council, on his forthcoming appointment as English Language Officer of the British Council in China and wishes Charlotte and him every success. In his years of service in Israel, Ian has contributed immeasurably to the teaching of English here and has become a close friend and associate of all of us.

WORLD ENGLISHES

Journal of English as an International and Intranational Language

Editors: B KACHRU, *University of Illinois, USA* and L SMITH, *Institute of Culture and Communication, Hawaii, USA*
Assisted by two Review Editors and an International Editorial Advisory Board

WORLD ENGLISHES is devoted to the study of varieties of English, both native and non-native, in cultural and sociolinguistic contexts. The journal recognises the functional and formal variation of the language symbolized by 'Englishes', and therefore that English belongs to all who use it, whether in its standard form or in localized forms. It provides an international outlook on three areas of research:

*Language
*Literature
*Methodology of English Teaching

WORLD ENGLISHES is aimed at students, researchers and teachers, and is integrative in its approach to the study and teaching of English language and literature. The primary concern in the sphere of literature is with 'non-native' literatures in English. The journal provides evaluative and critical articles in methodology, psycholinguistics and stylistics, and encourages discussion and debate through the "Comments and Replies" section.

WORLD ENGLISHES includes major articles, short articles, and book reviews, as well as reports on conferences, projects and research in progress.

Subscription Information
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A selection of papers:
Twin perspectives and multi-ecosystems: tradition for a Commonwealth writer, E THUMBOO.
Discourse analysis, non-native Englishes and second language acquisition research, Y KACHRU.
Toward a decolonized English: South Asian creativity in fiction, W DISSANAYAKE.
My language, your culture: whose communicative competence? C L NELSON.
Southern African Black English, B J MAGURA.
"Like I said!", S CHALKER.

A selection of theme-orientated issues:
African varieties of English: status and impact, E G BOKAMBA.
Non-native creativity in English: Asian poetry, E THUMBOO and W DISSANAYAKE.
Pedagogical grammars of English: approaches and resources, Y KACHRU.
World Englishes and second language acquisition research, P LOWENBERG and S N SRIDHAR.

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עלון למורים לאנגלית, מס׳ 34, כסלו תשמ״ז, דצמבר 1986

תמצית המאמרים המופיעים-בגליון זה:

INFORMATION FOR TEACHERS

בחינות הבגרות, קיץ תשמ״ז, 1987; קורסים למורים לאנגלית באוניברסיטה הפתוחה; הבנת הנשמע, בחינות בגרות תשמ״ו, 1986; ספרי לימוד חדשים לכיתות ו׳, ח׳, יא׳–יב׳; מקראה חדשה לכיתה ט׳; ״מוסיקת פופ פרגוגי״.

NEW ORAL BAGRUT — FEEDBACK

משוב מבתי הספר ומבוחנים בבחינת הבגרות החדשה בעל־פה (״הסוללה״).; תוכנית הבחינה לשנת תשמ״ז, 1987.

ORAL BAGRUT — EVALUATION

ניתוח הבחינות בעל־פה, והמלצות לגבי המשכה, מצוות חוקרים מאוניברסיטת תל־אביב.

ENGLISH TEACHERS' ASSOCIATION OF ISRAEL (E.T.A.I.)

דין וחשבון על פעילות אגודת המורים לאנגלית בישראל ותוכניותיה לעתיד.

ARTICLES ON THE TEACHING OF GRAMMAR

מאמרים על הוראת הדקדוק מאת מורים ומפקחים בישראל ומאמרים על נושאים בדקדוק שהופיעו בכתבי־עת ברחבי העולם.

BEGINNING HANDWRITING

הקניית כתב־יד באנגלית לילדים אשר כבר יודעים קרוא וכתוב בשיטת כתב אחרת.

EDUCATIONAL TELEVISION

חדשות מהטלויזיה הלימודית, בעיקר על השידורים לכיתות יא׳–יב׳ וספרי לימוד חדשים לכיתות אלה.

LETTERS TO THE EDITOR

מכתבים למערכת על בחינות הבגרות החדשות בעל־פה, על השימוש במילון, על ״אנגלית טכנית״, על המרכז למורים באשקלון, על ועידת מורים לאנגלית בארה״ב, וכו׳.

משרד החינוך והתרבות
המזכירות הפדגוגית - הפיקוח על הוראת האנגלית

עלון למורים לאנגלית

(כולל "דפי הדרכה לאנגלית")

מספר 34

כסלו תשמ"ז, דצמבר 1986

עלון
למורים
לאנגלית

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ENGLISH TEACHERS' JOURNAL (Israel)

(incorporating ENGLISH TEACHING GUIDANCE)

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Teachers of English are invited to write short articles, reports and letters to the editor. Please write to "English Teachers' Journal", English Inspectorate, Ministry of Education and Culture, Jerusalem, 91911.

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INFORMATION FOR ENGLISH TEACHERS

Ministry of Education and Culture, Pedagogical Secretariat: The Teaching of English in Schools

At the meeting of the Pedagogical Secretariat on 1 February 1987, the following resolutions were passed:

1. (following a discussion on the possible abolition of the 3 Points Bagrut): The English Inspectorate is called upon to prepare a programme to enable pupils who were examined at the 3 Points level or who failed at the 4 Points level, to attain the 4 Point level Bagrut.
2. In view of the reduction in the number of lessons per week, it was resolved to conduct an experiment in a number of schools whereby the length of the lessons would be reduced from 45 minutes to 35 minutes, with a further lesson then being added (four instead of three).
3. Kol Israel (broadcasts to schools) and Educational Television are called upon to take a greater part in teaching English.
4. The English Inspectorate is called upon to prepare a syllabus for teaching English to Less-Able pupils sitting for the GEMER examination or not sitting for any final school examination.
5. The compulsory age for beginning English in school is Grade 5 . Schools that wish to begin English in Grade 4 are allowed to do so, as long as this is not at the expense of hours allocated to obligatory subjects in Grade 4. Schools are not allowed to teach English in Grades 1–3.
6. In view of the shortage of teachers of English, Teachers' Colleges are to be encouraged to set up Streams for Training English Teachers. The Pedagogical Secretariat recommends that University students intending to become English teachers should be obliged to study English Linguistics for at least one third of their B.A. studies.
7. The Pedagogical Secretariat appreciates the great efforts invested by the Inspectorate in In-Service Training programmes and in Teacher-Qualifying programmes and calls for increased efforts in these areas, especially in courses for qualifying unqualified practising teachers of English and for retraining homeroom general teachers to become qualified teachers of English in Primary Schools.
8. The Pedagogical Secreatariat expresses its appreciation of the activities of the

English Inspectorate and of the innovations introduced to raise the level of teaching. The Pedagogical Secretariat likewise expresses its appreciation of the devoted work of English teachers.

9. The Pedagogical Secretariat notes the recent improved performance in the Bagrut examinations, in which some 80% of the examinees passed (1986).

Teacher Recruitment Campaign

This past school year(1986–1987)was marked by an exceptional shortage of teachers. Relatively few students at Teachers' Colleges and Universities had joined English Teacher-Training Departments, the turnover of teachers (especially new immigrant teachers) was greater than in past years, and many qualified teachers preferred to work in private language schools for adults. The shortage was felt particularly in the younger Grades and many unqualified personnel had to be introduced into the classroom. In some cases, classes were joined together or hours were cut. In order to cope with this situation, advertisements were placed in the Hebrew and English-language press, to which there was an encouraging response. A number of intensive teacher-training programmes will be conducted during the coming school year (mainly for the Primary and Intermediate schools). In addition, the regular retraining courses for new immigrant teachers will continue. Many unqualified practising secondary school teachers are completing their qualification requirements by means of correspondence courses run by Everyman's University; others will be attending the in-service qualifying course run by Oranim School of Education.

Bagrut examinations — "Repeat" (משנה) and "External" (חיצוני, אקסטרני)

Some schools seem unaware of the differences between these two examinations; candidates should be referred to the Director-General's Bulletin, January 1987, for a full explanation of the "Repeat" examinations. The differences are as follows:

Five Points: "Repeat" examinees sit for the same examination as do school pupils (Reading Comprehension, Listening Comprehension, Written Composition, Cloze exercise, Rewrite exercise). "External" examinees are not examined in Listening Comprehension; they do have an additional language exercise ("Complete the Dialogue"). Neither the "Repeat" nor the "External" examinees have an Oral Test. Note: the Winter examination does not contain a Listening Comprehension test — both populations sit for the same paper (including the Dialogue Completion).

Four Points: "Repeat" examinees sit for the same examination as do school pupils (Reading Comprehension with English answers, Reading Comprehension with Hebrew/Arabic answers, Cloze exercises, Dialogue Completion, Listening Comprehension). "External" examinees are not examined in Listening Comprehension. Neither the "Repeat" nor the "External" examinees have an Oral Test. See the reference above to the Winter examination, which applies here also.

Three Points: "Repeat" examinees sit for the same examination as do school pupils

(Reading Comprehension with English answers, Reading Comprehension with Hebrew/Arabic answers, multiple-choice Cloze exercise, Dialogue Completion, Listening Comprehension). "External" examinees are not examined in Listening Comprehension. Neither the "Repeat" nor the "External" examinees have an Oral Test. See the reference above to the Winter examination, which applies here also.

Oral Bagrut Examination, 1987

Oral Bagrut tests were in full swing as this issue of the JOURNAL went to press. Unfortunately, the third Station (Group Discussion) will not operate until the logistic difficulties have been overcome, and almost certainly not for the 1988 examinations. However, teachers are called upon to use group discussion techniques in their teaching programme (even if it is not in the testing programme yet) as a very useful and successful aspect of communicative teaching. Readers (especially teachers preparing for the Bagrut and oral examiners) are referred to the articles on the Oral Bagrut in this issue; unless a notice to the contrary is sent to schools, the GUIDELINES FOR THE ORAL BAGRUT for 1987, as published in this issue, will apply to the 1988 examination also.

Achievement Tests for Grades 6,8 and 9

Achievement Tests for grade 6 are now available from the usual distributors; copies of the Teacher's Guide are available (free) from the English Inspectorate, Ministry of Education, Jerusalem, 91911 (write in Hebrew on school-headed paper). Achievement Tests for Grade 8 were being printed at the time of going to press: the "kit" consists of a Diagnostic Test to be given on entry to Grade 8, some Progress Tests on specific grammatical points, an Achievement Test for the end of Grade 8, and a Teacher's Guide. An Achievement Test for the end of Grade 9 (with accompanying Teacher's Guide) will shortly be published. An Achievement Test for the end of Grade 7 is now in preparation. Writer: Renée Vorhaus, Consultants: Leila Beth-El, Raphael Gefen.

Ministry of Education Pedagogical Centres: Audio and Audio-Visual Aids for Learning English

The following materials are available:

Audio-Cassettes Accompanying Instructional Television Telecasts

Grade 5:	songs from the series "Neighbours"
Grade 6:	"Here We Are" — cassette for lessons 1-10; cassette for lessons 11-20; cassette for lessons 21-30. Total 3 cassettes.
Grade 7:	"Gabby and Debby" (Alternative Edition) — cassette for Units A-B; cassette for Units C-D; cassette for Unit E. "Debby in Hospital" (Alternative Edition) — cassette for Units 1-4; cassette of songs. "Adventures in Listening" for the Regular Edition of "Gabby and Debby' and "Debby in Hospital" (2 cassettes).

Total for Grade 7 — seven cassettes.

Grade 8: "Television Tales" (two cassettes)

Grade 9: cassette to accompany "Actors Wanted"

Grade 10: "Here, There and Everywhere" — cassettes to accompany each of the following Units: "On the Move", "Out On Your own", "Different Viewpoints", "Along The Way".

Grades11–12: cassettes for the Literature Syllabus for the Bagrut Reading Programme (in conjunction with Everyman's University):

1. The Standard of Living; Eveline
2. Everything That Rises Must Converge
3. The Blind Man
4. The Blind Man (contd.); Poetry
5. My Dungeon Shook; One Vote For The Age of Anxiety

Bagrut Examinations: Listening Comprehension Test

Cassette of the 1979–1983 tests.

Cassette of the 1984–1986 tests.

Listening Comprehension for Grades 9–10

Series of "Pedagogical Pop" and "Short Stories", BBC programmes for learners of English, as originally broadcast (for loan only, not for sale).

English Songbook

Songbook and accompanying cassette (songs for all Grades)

Video Cassette for the Bagrut Oral Test

Video (1987) of sample interviews, "extended speech", role-playing, literature programme and group discussions. Available for loan and may be copied by schools; Mr Yossi Beijel of the National Pedagogical Centre is willing to make copies (free of charge) for schools sending him an empty video cassette.

"Jewish Festivals", by Miriam Kishon and Rivka Lustig

Resource book for teachers, for Grades 5 — 9. Explanations, exercises, games, illustrations (Note: not audio material).

To order the above material, telephone first to check the current price — 02–238331, 02–238334, 02–238348. Payment is by means of Post Office Bank Account 0–10410–5, payable to "National Pedagogic Centre, Ministry of Education" (המרכז הפדגוגי); send a copy of the receipt to Mr Ezra Mizrahi, National Pedagogic Centre, Ministry of Education and Culture, Jerusalem 91911. Remember to indicate which publication you are ordering and the name and address to which it is to be sent!

New Textbook for Grades 11 and 12: TIES

"TIES" (Tapping Insights and Expanding Skills) by Rivka Ganz Bar-Hama, Arlyne Gozali and Gavriella Shoshani, published by Eric Cohen Books, has now been published and approved by the Ministry of Education and Culture. It is intended for use with pupils preparing for the Four and Five Point Bagrut examinations and adopts an eclectic approach, combining functional, structural and communicative criteria. Each of the 12 units contains two reading comprehension passages, listening comprehension material, cloze passages, vocabulary development assignments, paraphrasing exercises, extensive grammar review, written and oral practice, material for developing reading strategies, special attention to interrogative forms, and follow-up activities. A cassette of authentic monologues and dialogues accompanies the book. An extensive Teacher's Guide is also available. The book is especially suitable for 5 Point examinees.

New Textbook for GEMER pupils: NEW WAYS TO ENGLISH

"New Ways to English", approved by the Ministry of Education and Culture for use with Grades 10–12 pupils preparing for the GEMER examination (or lower levels), is written by Hazel Camron and published by Kernerman Publishing. The course consists of three books: Course Book, Practice Book and Teacher's Book (with cassette for Listening Comprehension work). Units in the Course Book are: Sport, Driving, Travel, A Beautiful Israel, Songs, Entertainment, Computers, The News Media, Fashion, past GEMER examination papers. The Practice Book contains communicative (and interesting) assignments, in addition to the exercises in the Course Book. A second book in this series, geared more specifically to the GEMER examination, is now in preparation.

New Textbook for the Oral Bagrut: READY TO SPEAK

"READY TO SPEAK" is written by Ruth Baratz and Crystal Horwitz and published by Kernerman Publishing (Course Book and Teacher's Book). The four sections of the course book prepare pupils for the Picture Description, the Role Play, the Group Discussion, and the Extended Speech (including advice for the Interview section of the test). There are also suggestions for ways to discuss the short story. Approved by the Ministry of Education and Culture.

New Textbook for Grades 11 and 12: PRACTICAL ENGLISH

This new coursebook for Four and Five Point Bagrut students, by Alan Lipsey, has been approved by the Ministry of Education; published by Eric Cohen Books. The book covers the syllabus of the Bagrut examination and is especially written with the Four Point student in mind, giving extensive practice in reading, oral, aural and writing skills. The book provides all the familiar exercises necessary for the Bagrut examination itself- revision of basic grammar, structured patterns for cloze tests, assistance with dictionary use, guided composition work and extensive vocabulary practice. Each unit contains two reading passages, one with comprehension and vocabulary questions to be answered in English, and the other to be answered in Hebrew or Arabic.

Other Books About To Be Published

Hopefully, the following books will have been published by the time this issue of the JOURNAL comes out:

UP TO THE TOP by Rena Keynan, published by Eric Cohen Books. This textbook, approved by the Ministry of Education, is meant for weak pupils ("C Stream") in the Intermediate School, pupils who did not succeed in attaining the level demanded of the Primary School (Grade 6) and in effect are relearning English. The book centres around teenagers' immediate interests and concerns: its theme follows the visits of two pop groups to Israel as they play to enthusiastic audiences around the country. A cassette of authentic dialogues and pop music will accompany the book; a detailed Teacher's Guide will also be available.

A RICH CHOICE, a simplified edition of R.I.C.H. ("Relevant Issues in Contemporary Humanism"), prepared by Dr Ora Zohar, Arleen Eidelman, Susan Haber and Aviva Pinchuk, will also be published shortly. This simplified Reader (for use in the Upper Grades, weaker levels) has been approved by the Ministry of Education.

PASTIMES FOR PLEASURE AND LEARNING, written by Helen Levenston, illustrated by Georgette Battle and published by Good Times Ltd., is a 'rainy day' collection of stories, folk-rhymes, games and a playlet. The stories are brief (half-page to one page) and are suitable for younger pupils who can read simple passages, but not well or fast. Each has follow-up exercises that focus on comprehension and vocabulary. The plentiful THINGS TO DO, interspersed throughout, offer a variety of language activities; they include a number of GAMES FOR THE FESTIVALS. The same team of author and artist produced the book "ONCE THERE WAS", used by many schools.

BAGRUT EXAMINATIONS, 1983–1986, FIVE POINTS, including texts of the Listening Comprehension tests; including the Winter 1986 paper.

BAGRUT EXAMINATIONS, 1983 — 1986, FOUR POINTS, including the texts of the Listening Comprehension tests; including the Winter 1986 paper.

For Teachers and Student-Teachers: TEACHING THE PEDAGOGICAL GRAMMAR OF ENGLISH

This handbook for teachers, (revised edition), compiled by Raphael Gefen and published by the Ministry of Education and Culture, deals systematically with the grammar patterns specified in the Syllabus for Israel Schools. The patterns are described and explained, contrasted where necessary with Hebrew, and accompanied by didactic suggestions. The book also reprints the article "Teaching Grammar as Part of Meaningful Communication", which first appeared in the ENGLISH TEACHERS' JOURNAL (ISRAEL), No. 25.

New Edition: THE PLIGHT OF SOVIET JEWRY (מאבק יהודי ברית המועצות)

A new edition (printed commercially, and with an Introduction by Nathan Sharansky) of this very important Reader, written by Carol Goldfus and Nomi Ballas (teachers at the University Secondary School, Jerusalem) has now been published and is available from Ministry of Education distributors (see the list of these distributors in this section of the JOURNAL). The book is recognized as an option for the Non-Fiction Prose section of the Compulsory Reading Programme for the Upper Grades. In addition to the educational value of the readings and their relevance to our students, the book also contains exercises in Reading Comprehension strategies.

Repeat Notice — Teachers' Supplementary Material: *Communicate With Care* ("תרבות הדיבור") by Valerie Jakar & Norman Tarshish

A few copies are still available of this booklet, which consists of 9 units of supplementary material for teachers in the Upper Grades for encouraging, developing and improving the Oral skills, elements of language and values cherished by Jews throughout the ages. The material also includes other skills such as Reading Strategies: comprehension, context cues, selection, extraction of information and story-telling.

Stress and Intonation, Register, question-tags, ways of apologizing and interrupting are coupled with notions embodied in Jewish culture, such as justice, civil liberties, repentance and everyday relationships with others, including a special chapter on '*Leshon hara*'.

Many of the skills required in the new Oral Bagrut syllabus are introduced and drilled — role-playing, group discussions and monologues.

The book is a joint publication of the English Inspectorate, the Unit for Promoting Jewish Values and the Curriculum Development Center; it is available from the English Inspectorate, Ministry of Education and Culture, Jerusalem 91911.

New Dictionary: HARRAPS ENGLISH-ENGLISH-ARABIC DICTIONARY

This new dictionary, similar in structure to the Oxford English-English-Hebrew dictionary now in use in schools, will be permitted for use in the FOUR POINTS Bagrut examinations, as from Summer 1988 (the Oxford English-English-Hebrew dictionary will also be permitted for use in the examination as from Summer 1988). These dictionaries may be used in the THREE POINTS examination as of now.

Distributors of Ministry of Education Publications

Back numbers of the JOURNAL and other publications of the English Inspectorate ("Teaching English to Less-Able Learners", "Teaching The Pedagogical Grammar of English", Achievement Tests, Collections of past Bagrut papers) and the new edition

of "THE PLIGHT OF SOVIET JEWRY" are available from the following official distributors:

Eric Cohen Books Ltd., 5 Hankin Street, Raanana (052-31725, 453206, 455345)
Eric Cohen Books Ltd., Shop 320, Floor E, Clal Building, Jerusalem (02-241773)
Atlas, 49 Tshlenov, Tel Aviv (03-378901, 377890)
Bettelheim and Tamir, 34 Nordau, Haifa (04-641666, 667045)
Rodik, 25 Gershon, Beer Sheba (057-32000)
Greenbaum, 59 Jerusalem, Safad (067-30249)
Atlas, 4 Shoshan, Jerusalem (02-247746)
Beth Hillel Slotsky, 4 Hillel Street, Jerusalem (02-244848)
Atlas, 2, Dvora, Haifa (04-667473)
Tamir, 29 Beth Hakerem, Jerusalem
Tamir, 2 Ben Yehuda, Jerusalem (02-249556)
Shivuk Amir, 7 Alkalai, Tel Aviv (03-446095)
Aldin, 89 Weizmann, Kfar Saba (052-442851)
Papyrus, 73 Shderot Herzl, Ramle (08-229271)
Halutz, 46 Herzl, Bat Yam (03-860036)

The textbook *Translation from English to Hebrew* and a collection of past GEMER examination papers are also available from GOOD TIMES publishers and from ERIC COHEN Ltd.

Newspapers in Simplified English

The GOOD TIMES Publishing Company issues the following monthly newspapers:
ABC Times — for Grades 5, weaker 6, good Grade 4.
Sunshine — for Grade 4.
Just For you — for Grades 6 and weaker 7.
Good Times — for Grades 7, 8, 9.

Address: GOOD TIMES, POB 3576, Jerusalem 91035. Tel: 02-525353.

THE JERUSALEM POST publishes the following monthly newspapers:
Hey There! — for Grades 7-9 and less advanced older pupils
Student Post — for Grades 10-12.

Address: THE JERUSALEM POST, POB 81, Jerusalem 91000. Tel: 02-551616, Ext. 218.

APPROVED TEXTBOOKS FOR THE 1987–1988 SCHOOL YEAR

The following list is of textbooks already published at the time of going to press; new textbooks, on being approved by the Ministry of Education, will be listed in the Director-General's Circular and the ENGLISH TEACHERS' JOURNAL. This list does not include collections of short stories and other supplementary material.

GRADES (4) 5–6

I Like English .... Zafra Tatcher (first year)
I Like Reading English ...... Zafra Tatcher and Tova Teitelbaum (first year)
My First Book ..... Lucy Marnin and Anna Sotto (first year)
At Work and Play ..... Lucy Marnin and Anna Sotto (second year)
English Pages ..... Nili Almagor (first year)
I Can Read English ..... Ada Fuchs (first year)
My English Book .... Ada Fuchs (second year)
We Live on Telem Street, Part I, Part II ...... Shoshana Postol (first year)
Welcome to Telem Street, Part I, Part II ...... Shoshana Postol (Grade 6)
A First Reader and Workbook (four booklets) ..... Lillian Englander (first year)
Let's Read and Write: an ABC Workbook .... Lillian Englander (first year)
Joey and Liz in Space .... Lillian Englander (second year)
ESH 2 (English for Speakers of Hebrew): Pre-Reader (First year)
ESH 4/5, Language (Grade 6)
ESH 4/5, Reader (Grade 6)
INSTRUCTIONAL TELEVISION:
Grade 5: Dan and Edna; Picture Book
Neighbours; Sing a Song
Grade 6: Here We Are, Pupil's Book; Pupil's Exercise Workbooks (Regular Edition); Shortened Programmed Worksheets (Alternative Edition)

GRADE 7

ESH 6, Language
ESH 6, Reader
ESH 7, Step by Step (weak learners)
The Telem Street Gang .... Shoshana Postol
NETA: English Is Fun (5 booklets) (for weak learners)
INSTRUCTIONAL TELEVISION:

Gabby And Debby: Regular Edition Pupil's Book; Alternative Edition Pupil's Book
Debby In Hospital: Regular Edition Pupil's Book; Alternative Edition Pupil's Book.
Adventures in Listening (Alternative Edition); Shortened Programme.
Reader (Alternative Edition).

GRADE 8

ESH 9, Language ..... Elite Olshtain, Ruth Benziman, Heni Kneller
ESH 10, Reader ..... Elite Olshtain, Maureen Bassan, Netti Loewenstein, Ruth Benziman
Friends Across The Sea, Part I, Part II ...... Shoshana Postol
NETA, Izzy Smart Series (four booklets) (for weak learners)
ESH 8, Step by Step (for weak learners)
INSTRUCTIONAL TELEVISION:
  Crime And The Law: Regular Edition Pupil's Book; Alternative Edition Pupil's Book.
  Television Tales, Pupil's Book.
  English! English! English!, Pupil's Book.

GRADE 9

Destination English .... Ruth Baratz
ESH 11, Language/Reader ...... Ruth Berman, Elite Olshtain, Ruhama Kulbersh, Siona Kronfeld, Maureen Bassan
ESH 12, Language/Reader ...... Ruth Berman, Elite Olshtain, Ruhama Kulbersh, Siona Kronfeld, Maureen Bassan
ESH, English Here and Now, Book 1 (for late starters) ..... Roberta Stock, Ruth Olin, Miriam Schcolnik

INSTRUCTIONAL TELEVISION:
English By Television Stage 5: Regular Edition Pupil's Book; Alternative Version I, II.
NETA, Reading for Information (for weak learners) ..... Roberta Stock

GRADE 10

Communicating in English, I .... Joe Lison
ESH, English Here and Now, Book II (for late starters) .... Ruth Olin, Miriam Schcolnik

INSTRUCTIONAL TELEVISION (with ESH):
Here, There and Everywhere: Along The Way, Different Viewpoints, On The Move, Out On Your Own

GRADES 11–12

Communicating in English, II ..... S. Kernerman
Communicating in English, III ...... S. Kernerman
TIES ...... Rivka Bar-Hama, Arlyne Gozali, Gavriella Shoshani
New Contexts for English .... Valerie Whiteson
Practical English ..... Alan Lipsey
ESH, Advanced Level Language, I ..... Ruth Berman, Roberta Stock, Sara Koll
ESH, Advanced Level Language, II ...... Roberta Stock, Sara Kol, Ruth Berman
New Ways to English ...... Hazel Camron (GEMER pupils)
Use Your Dictionary As A Learning Tool ...... Menachem Bloch
Ready To Speak ...... Ruth Baratz, Crystal Horvitz
INSTRUCTIONAL TELEVISION: Hello Israel! (workbook)

GRADES 10 — 12: GRAMMAR BOOKS

PACE (Practicing Accurate Communication In English) .... Rivka Bar-Hama, Arlyne Gozali, Miriam Westheimer
English Grammar for Hebrew Speakers ..... Michael Toben
Language Exercises .... Moshe Posner

GRADES 11 — 12: READING PROGRAMME

Everyman's English Secondary level Literature; (publ. Everyman's (Open) University)

1. The Blind Man ..... D.H. Lawrence
2. All My Sons .... Arthur Miller
3. American Poems ("I Saw in Louisiana a Live-Oak Growing"; "Stopping by Woods"; "Mending Wall"; "The Picnic")
4. British Poems ("Musée des Beaux Arts"; In Time of 'The Breaking of nations", "To An Athlete Dying Young", "Sonnet XVIII")
5. Eveline .... James Joyce
6. One Vote for this Age of Anxiety .... Margaret Mead
7. My Secret World of Idiom, and Courtship through the Ages .... James Thurber
8. The Standard of Living .... Dorothy Parker
9. Everything That Rises Must Converge .... Flannery O'Connor
10. My Dungeon Shook .... James Baldwin

Audio-Cassettes are available for most of the above, from the Open University, Instructional Television Centre, and the National Pedagogic Centre

ESH, Volume I: Essays and Poems; Volume II: Stories and Plays
EMT (English Matriculation Texts) ..... (ed) Alice Shalvi
  Volume 1 — Full Program (5 Points)
  Volume 2 — Shorter Program (4 Points)

The Glass Menagerie .... (ed. Alice Shalvi)

Poems .... (ed. Alice Shalvi)

All My Sons ...... (ed. Alice Shalvi)

R.I.C.H. (Relevant Issues in Contemporary Humanism) ...... Ora Zohar, Arleen Eidelman, Susan Haber, Aviva Pinchuk

ALE (Advanced Level English) 1 — 10 .... Kernerman Publishing

1. James Baldwin: My Dungeon Shook
2. Bernard Malamud: A Summer's Reading
3. James Thurber: My Secret World of Idiom
4. Dorothy Parker: The Standard of Living
5. James Thurber: Courtship Through The Ages
6. James Joyce: Eveline
7. Enrique Vargas: The Jet Age Malady
8. Margaret Mead: One Vote For This Age of Anxiety
9. Flannery O'Connor: Everything That Rises Must Converge
10. Philip Roth: Eli The Fanatic

ALE, 11-14:

11. John Steinbeck: The Leader of the People
12. Pearl Buck: The Enemy
13. Somerset Maugham: Mr. Know-All
14. Jesse Stuart: The Split Cherry Tree

Plays .... Kernerman Publishing

Arthur Miller: All My Sons (with Simon Wiesenthal: The Sunflower)
George Bernard Shaw: Pygmalion
Susan Gaspell: Trifles

The Plight of Soviet Jewry ..... Carol Goldfus, Nomi Ballas

GRADES 11 — 12: TECHNICAL TEXTS

Modern Office Guidance ..... Nava Horovitz, Talia Glass

Office Situations (GEMER level) .... Nava Horovitz, Talia Glass

1. In The Office; 2. The Receptionist; 3. Directions; 4. Letter Writing; 5. Handling Mail; 6. Filing; 7. Office Supplies; 8. Looking for a Job; 9. Travel Arrangements.

Shops and Fashions .... Sheila Schoenberg

Describing An Outfit ..... Sheila Schoenberg

Food Matters ...... Nava Horovitz

English for Technical Schools series ...... ed. Alan Marbé

GRADES 10 — 12: DICTIONARIES

Oxford Advanced Learner's Dictionary of Current English ..... A.S. Hornby (5 Points)

Oxford Student's Dictionary of Current English ..... A.S. Hornby (5 Points)
Longman Active Study Dictionary (5 Points)
Collins English Learner's Dictionary (5 Points)
*Oxford Student's Dictionary for Hebrew Speakers .... Hornby / Reif (4 Points)
* Harraps English-Arabic Dictionary (4 Points)
(* see entry on Dictionaries in "Information for English Teachers")

ARTICLES AND INFORMATION ABOUT THE ORAL BAGRUT GUIDELINES FOR ORAL BAGRUT EXAMINERS, 1987

Note: unless further information is published at a later date in the Director-General's Circular (חוזר מנכ״ל משרד החינוך והתרבות), the following Guidelines for the 1987 examination will also hold for the 1988 date.

FOUR and FIVE POINTS EXAMINEES

STATION ONE: Subskills tested are THE INTERVIEW and EXTENDED SPEECH (9 minutes altogether, 5 minutes interview, 3 minutes extended speech, 1 minute pupil preparation for speech).

STATION TWO: Subskills tested are ROLE-PLAYING and KNOWLEDGE OF THE CONTENT OF THE READING PROGRAMME (9 minutes together, 4–5 minutes role-playing, 4–5 minutes testing the pupil's knowledge of the Reading Programme).

Each Station is conducted by a different examiner.

STATION ONE

1. INTERVIEW: Fluency Rating 0–5, Accuracy Rating 0–5.
2. EXTENDED SPEECH ("MONOLOGUE"): Fluency Rating 0–5, Accuracy Rating 0–5.

Please rate each scale of each subskill *separately*; if possible, give the mark for the Interview before beginning to give the test for Extended Speech ("Monologue").

THE INTERVIEW: this should attempt to be an interaction, a conversation between the interviewer and the interviewee, on subjects of interest to the pupil. It will mostly be in a question-answer format. This is a spontaneous test, i.e. the topics discussed are unknown to the pupil beforehand. The *SET PICTURES* may be used, at examiner discretion, as part of the "interview", e.g. when a pupil is shy, reticent, unforthcoming etc, or when the examiner is suffering from "testing fatigue" and feels temporarily at some difficulty in calling up fresh topics for conversation; when used, these SET PICTURES will form *part* of the interview, never the whole test. Teachers inform the examiner beforehand which Pictures have been "studied" (30 for 5 Points and for 4 Points). Great care must be exercised in asking questions of a personal nature (e.g. about the examinee's family).

EXTENDED SPEECH ("MONOLOGUE"): the "speech" is *uninterrupted* by the examiner; if the speech does not last the allocated time, the examiner will deduct ONE point in the FLUENCY Scale. The examinee is given two choices for his/her speech. This section of the test is spontaneous, insofar as there is not a set syllabus for speech-topics, but:

(a) teachers provide examiners beforehand with a list of "topic-areas" (e.g. sports, hobbies, current events, books, films) which have been dealt with in class and with which it is reasonable to expect pupils to be familiar;

(b) having chosen his/her topic from the two choices provided by the examiner, the pupil is given about one minute to prepare his/her speech (jotting down notes etc). As an alternative to giving the pupil time during the test to prepare his/her speech, the examiner may consider allowing pupil Y to prepare his/her speech in the examination room while his/her predecessor, pupil X, is being examined; pupil Z enters the examination room for this purpose while pupil Y is being tested. Pupils may refer to their notes during their speech.

In this section, examinees may be called upon to:

(i) develop a point that arose during the Interview;

(ii) describe and/or explain the significance of a Picture in the "Official Guide" (Hazel Camron) — but NOT a SET picture; they may also be tested in this fashion on a picture brought in by the examiner, a newspaper headline, advertisement, etc.;

(iii) describe and express a personal opinion of a film, or TV programme seen, a book or article or story read (NOT an item from the Reading Programme studied), a historical figure or a personality of our own times, etc;

(iv) analyze a social issue;

(v) imaginatively narrate a version of an item in the Reading Programme (e.g. retell a story from another point of view);

(vi) describe some aspect of their own lives or ambitions.

STATION TWO

1. ROLE-PLAY: Fluency Rating 0–5, Accuracy Rating 0–5.
2. READING PROGRAMME ("LITERATURE"): Levels 0–5; each Level 2 points. Examiners may deduct ONE point (no more) for serious faults in language (e.g. Level 4 may be a mark of 7 or 8).

ROLE-PLAYING: Teachers inform the examiner which role-plays have been "studied" (5 Points = 25 role-plays, 4 Points = 20 role-plays). As part of their school preparation for this test, pupils will have practised both roles in every role-play "studied".

READING PROGRAMME: Level FIVE for 5 Point examinees tests "literary competence", i.e. the question asked deals with some aspect of the *literary structure* of the work; this sophisticated type of question is to be asked only after a structured progression through the lower levels. Questions related to literary analysis (Level 5) are therefore meant for the more advanced learners at the 5 Point Level (i.e. not all of the 5 Point examinees will be able to reach this Level). The use of literary terminology (e.g. "Stream of Consciousness" — despite the inclusion of this term in the "Official Guide" — or "personification") is to be avoided; examiners should accept a literary interpretation different from the one they happen to hold. EXAMINERS AND TEACHERS MUST ALWAYS BE AWARE OF THE UNDERLYING PRINCIPLES OF THE SYLLABUS, WHICH STATE THAT ENGLISH IS TAUGHT FOR COMMUNICATIVE, PRACTICAL SKILLS, PROFICIENCY PURPOSES. Suggested questions on *"EVELINE"* are in the "Official Guide". Some suggested questions on *"ALL MY SONS"*, which examiners might consider as the type of question to be asked, are as follows: Possible theme: FAMILIES (suggested by Carol Goldfus and Pnina Rosenbluth).

LEVEL 1: Who are the two neighbouring families living on each side of the Keller home?

LEVEL 2: Describe the two couples. What is the relationship between them and what is their connection to the Keller family?

LEVEL 3: Sue and Jim actually represent *contrasting* values. Which events within the family express or echo these values?

LEVEL 4: In what way do the families reflect the clash of values within their society?

LEVEL 5: Arthur Miller actually prepares the reader for the tragic end. At what point in the plot does the death of Joe become inevitable? Why is there no other way out?

A graded set of questions on additional themes — generation gap, war, moral responsibility, crime and retribution, idealism, and compromise — could be drawn up by the examiner. This gradual rise in LEVEL around a *specific* theme helps the pupil rise smoothly to the higher demands and helps the examiner standardize the five LEVELS. Schools might inform their examiners which themes in the play had been highlighted in their teaching, thus enabling the examiner to prepare fairly and adequately for the examination.

Suggested questions on the poem *"MENDING WALL"* are as follows (suggested by Ellen Spolsky):

LEVEL 2: When does the speaker mend the wall? Who helps him?

LEVEL 3: What is the difference of opinion between the two neighbours?

LEVEL 4:	Why is the speaker unhappy about rebuilding the wall between his neighbour and himself?
LEVEL 5:	Why does the poet begin with an inversion "Something there is that doesn't love a wall" instead of the more usual "There is something that doesn't love a wall"?

READING PROGRAMME AND TEST

Pupils being tested for the *FIVE POINTS* Bagrut will have ***studied*** the following programme: ONE DRAMA, TEN POEMS and FOUR OTHER PIECES (short stories, non-fiction prose). They will be *tested* on "half" of this programme, i.e. the drama PLUS one "piece" or PLUS five poems, *OR* three "pieces" PLUS five poems. Pupils being tested on the "drama Plus" option will not be given a choice by the examiner, but pupils being tested on the "three pieces PLUS" option will choose one of the two choices offered by the examiner.

Pupils being tested for the *FOUR POINTS* Bagrut will have studied according to *one* of the following programmes:

1. ONE drama PLUS TWO of the short stories and/or non-fiction prose pieces (5 set poems may replace ONE of these);
2. TWO short stories plus TWO non-fiction prose pieces (5 poems may replace ONE);
3. SIX non-fiction prose pieces.
   Technical Schools may study Technical English texts (500 words each) as "non-fiction prose".

FOUR POINT pupils will be tested on "half" of their reading programme: Programme 1 = *either* the drama *or* the other two items; Programme 2 = two items from the four; Programme 3 = three pieces.
Teachers will inform the examiner which pieces have been studied; the examiner informs the teachers which pieces will be tested. Schools are requested to try to have a school syllabus rather than different programmes for each class, in order to alleviate the examiner's load.

TOTAL MARK

The two examiners for each pupil will add together their marks (20 for each Station) at the end of the examination, in order to register one single mark out of 40. This mark is to be entered on to the form sent to the school by the Examinations Department of the Ministry of Education. Both examiners sign the form. These 40 points constitute ultimately 20% of the total English Bagrut mark.

"OFFICIAL GUIDE"

The "Official Guide" by Hazel Camron is the syllabus for the Oral Bagrut. Examiners

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should study the Rating Scales etc closely before they begin examining, in order to become very familiar with the various levels.

TEACHER PRESENCE

The class English teacher may be present during the test, if he/she wishes, on condition that the pupil does not object. In general, examiners are called upon to adopt a positive approach (i.e. not just relating to pupils' mistakes in accuracy and shortcomings in fluency but appreciating their efforts at self-expression) in assessing pupils' performance.

THREE POINTS

The THREE (3) Points Oral test is a single test, given by one examiner, lasting 9 minutes per pupil; the mark given is out of TEN (10) and is entered onto the relevant form as a mark out of 100. The value of this oral test is 10% of the total English Bagrut mark.

Structure of the Test:

(i) each pupil is asked to describe and/or explain the significance of one of the SET PICTURES studied (10 such pictures should have been studied) —2/3 minutes;

(ii) each pupil is then "interviewed" (4 minutes), an interaction on subjects of interest to the pupil (another set picture may optionally be used as *part* of the interview, for shy or reticent pupils or to relieve "examiner-fatigue");

(iii) examiner and examinee then engage in a role-play (2/3 minutes) from the set studied (10 role-plays for THREE-Point pupils).

Teachers inform examiners in advance which pictures and role-plays have been studied.

Rating Scale: ACCURACY 0 — 5; FLUENCY 0 — 5.

The same rating scales as for FOUR and FIVE Point examinees are to be used, but these THREE Point pupils are also given a 10% "bonus", added to the sum of their Accuracy and Fluency marks, e.g. pupil X gained a mark of 3 for Accuracy and 2 for Fluency, total 5, to which is added a "bonus" of 1 (i.e. .5 = 1, but .4 = 0); final total = 6; mark entered = 060.

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Raphael Gefen
(Chief Inspector for English)

ORAL BAGRUT: MODULAR QUESTIONS — A GUIDE FOR ALL LITERARY TEXTS — PLAYS, SHORT STORIES AND POEMS — AT ALL LEVELS, FOR THE ORAL BAGRUT

by *Carol Goldfus, Pnina Rosenbluth and Suzy Secemski*

LEVELS I AND II: The ostensible level.
Who does *what, where* and *when?*

LEVEL III: How? Why? Inference at the pragmatic level.

Examples:

1. Who are the major characters and *how* are they depicted?
2. *How* does the story develop and *why* do the characters act as they do?
3. What are the internal/external conflicts and *how* are they resolved?

LEVEL IV: Inference — anything *not* written in black and white.

Examples:

1. What is the importance of the setting (where and when) or/and the atmosphere (colour, mood, tone)?
2. What is the main theme of the text? What are some other themes? Substantiate from the text.
3. Who are the minor characters and what is their function?
4. Describe a character's most dominant characteristic. Does he change or develop as the plot unfolds?

LEVEL V: Literary competence.

Examples:

1. Which objects, characters and places function as symbols, prototypes or protagonists?

2. Examine the final event — is it a total surprise or has the author been leading up to it? Was it inevitable/predictable? Substantiate from the text.
3. Can you find any humour, irony, exaggeration or satire in the text? What is the effect?
4. Discuss the perspective of the story/play/poem: the author's, the narrator's or the reader's point of view. What is the author's attitude to the subject and how is it conveyed?
5. How far can the reader identify with the themes? Are they universal or culture-bound? What determines their validity?

A Suggestion:
The examiner could prepare a set of cards with quotations on which he has based his questions. The examinee will feel more comfortable if he is given the card and allowed to refer to it while answering the questions.

Example: levels 4 & 5: *My Oedipus Complex.*
QUOTE: "Father was in the army all through the war — the First War, I mean — so, up to the age of five, I never saw much of him, and what I saw did not worry me."

a. How does this quotation serve as the setting of the story?
b. Show how the attitude of the child towards his father changes throughout the story.
c. The perspective of the story is from the child's point of view. Does the adult narrator's point of view filter through in any way? Illustrate from the text.

Example: levels 3, 4 & 5: *I Stand Here Ironing.*
QUOTE: "Only help her to know — help make it so there is cause for her to know that she is more than this dress on the ironing board helpless before this iron."

a. What is the relation of the title to the plot?
b. What were the problems Emily had when she was growing up?
c. Is there a deeper meaning in the above quotation involving Emily's mother?
d. The story is an uninterrupted monologue spoken by Emily's mother, from her point of view. Does any other point of view emerge throughout the story — that of Emily or of society? Substantiate from the text with specific episodes.

Additional sample questions on *"I STAND HERE IRONING"*

LEVEL TWO:	Describe the narrator's family. Who is worried about the narrator's daughter?
LEVEL THREE:	What events in the child's past have influenced her present life?

LEVEL FOUR: What is the narrator's opinion about the influence of parents on children, or of a child's past family history on the present?

LEVEL FIVE: How does the daughter relate to the dress being ironed? (This is a literary reference because there is no realistic interpretation of the image.)

ORAL BAGRUT: TESTING EXTENDED SPEECH (THE "MONOLOGUE") IN THE ORAL BAGRUT

by *Carol Goldfus and Pnina Rosenbluth*

The monologue tests the examinee's ability to produce sustained speech on a given topic a. fluently, b. coherently, c. intelligently and d. correctly. Oral production differs from written production almost only in the need for fluency in speech and correct spelling in writing. Otherwise, those factors which determine the quality of writing, i.e. vocabulary, grammar, syntax and coherence, are equally valid. In the monologue, however, the need for coherence is more dominant than in the oral dialogue and certainly more than in the unpredictable openings and directions of the role-play. Furthermore, the recipient cannot, as in a written text, go back and make references. Hence the need for structure. A monologue must have an opening, a body and a conclusion. The subject must be clearly introduced, specific aspects separately presented, and the conclusion logically drawn.

Like written production, oral production should be guided. In a foreign language we are testing proficiency rather than content. It would be appropriate, therefore, that when the examiner gives the subject, he should also specify (as in the guided composition) 2-3-4 specific aspects — sub-topics. While the examiner is discreetly evaluating the interview and noting down the mark, the examinee might be allowed to jot down the points he wishes to make. He can be allowed to throw a glance at his mini-notes during his performance, which will doubtlessly make him feel more comfortable. After all, this is the natural way of making a speech or delivering a lecture. The speaker resorts to his notes from time to time. What must be kept in mind, however, is the different scale of both the notes and the speech. Our pupil is giving a lecture in miniature.

Very often, the subject for the monologue emerges naturally from the interview. Nevertheless, the various areas of interest can be anticipated and usually fall into certain categories. Topics can be divided into fields of reporting, for which modular sub-topics can be prepared in advance. The following examples will clarify the method:

I. *FIELDS OF REPORT — EVALUATION.*

Topics falling into this category would be: books, films, TV programmes, serials — Israeli and imported, plays, concerts, shows etc. etc. etc.

Sub-topics: aspects of evaluation:

a. artistic (acting, photography, music etc.)
b. social (relevance, moral, immoral, effect on young generation etc.)
c. suggested cuts (for sophisticated student) OR what it gives you (for less sophisticated student).

II. FIELD OF REPORT — ISSUES.

Topics fallings under this category would be: military, economic, political, social, religious, moral etc. etc.

Sub-topics: guiding structure:

a. Present the issue — define and formulate the problem.
b. Present opposing stands — define and formulate controversy.
c. Take a stand. (Needless to say, the examinee's personal opinions are absolutely immaterial in the evaluation.)

III. *FIELD OF REPORT — DESCRIPTIONS*

Topics falling under this category would be: places, people, encounters, sport events etc. etc.

Sub-topics:

a. location, time/period.
b. unique features/description.
c. personal experience — impact, what you have gained.

It is left to the discretion of the examiner, who by now probably has some idea as to the level, intelligence and confidence of the examinee, how much of the guiding content should be given. A strong, uninhibited student might not need any guidance at all.

As in all parts of the examination, the student should leave with the feeling that the examiner has enjoyed the performance. In the assessment, the content element is not the main factor. Fluency in this section is almost essential and in accuracy, the vocabulary component is the most important. In addition to the demands on grammar and structures, we are now testing whether the lexical inventory is adequate for the subject he has dealt with. Again, as in the other sections of the examination, the grade is most probably lower than what the examinee might have been given in a holistic evaluation.

ORAL BAGRUT: SOME CONSIDERATIONS FOR TESTERS OF THE ORAL BAGRUT

by *Sheila Been,* Educational Television Centre

I would like to make it clear at the outset of this article that I have always been an enthusiastic proponent of the new Oral Bagrut Examination. I believe that it has already justified itself, not only in terms of the overall shape of the Bagrut exam in particular, but also because of the washback effect on classroom procedures in general. At the same time, however, I must add that we have not yet solved all the problems in training towards the exam (though I think teachers are more relaxed this year than they were a year ago), and we certainly have not solved all the very complex problems involved in testing. Before we can attempt to solve these problems we have to be able to identify and define them. In this article, I would like to suggest some of the factors testers should take into account while testing. The factors I will describe are: Sensitivity, Awareness, Immediacy and Decision-making — conveniently forming the acronym S.A.I.D.

Let us take a look at Sensitivity. Clearly, sensitivity is crucially important in the role-play situation where the tester and the testee are equal partners. What features can we identify? The first feature that comes to mind is "Atmosphere".

Atmosphere

The tester should be sensitive to the degree of tension and be able to relieve it. For example, the tester might decide to give the testee the choice of role: I have found that pupils are often unhappy about playing the "senior" role. While the tester has the right to insist, I believe that this "right" should be used judiciously and, more often than not, the testee should be given the role he feels most comfortable with.

Ratio of Tester/Pupil talk

Although one wants the pupil to do most of the talking, in the role-play we have to be more flexible on this principle. The participants have to respond to each other in order to develop the interaction. The extent to which the tester "gets into" the role might well influence the pupil's ability to "get into" the role, too. Furthermore, the tester should make an effort to use as many natural fillers as possible: mm, you know, just a second, well, maybe etc. In this way the pupil will be encouraged to follow suit.

Changing Track

Another area which requires great sensitivity is to change track if the tester feels that the pupil is spouting what the tester feels has been rehearsed. If a pupil immediately holds forth on a speech, then the tester should intervene with something like: "Now listen here" or "Let's look at it this way" and present a completely different point of view. This isn't easy to recognise or do but it is something we should be on the look-out for.

Avoiding or Coping?

This is perhaps more an issue of attitude than sensitivity. If a pupil obviously cannot express a particular thought because he is short of a word or a grammatical structure and gets around it somehow, do you see this as being good or bad? Coping is considered good, avoiding is considered bad, but they are in fact the same thing: a rose by any other name would smell as sweet!

The next factor that I would like to examine is what I have conveniently called "Awareness". We all talk differently to different people: we do it intuitively and are hardly aware of it. We seem to abide by rules which are mostly unwritten and which are at present of great interest to linguists, who are trying to find out exactly what the rules are. Interestingly enough, infringement of these rules is more likely to cause a breakdown in communication than ungrammaticality. Below are some of the features which belong to this category.

Formality

"Hi" is an acceptable greeting between friends or colleagues but not between employer and employee. And much more subtle is the case described by E.A. Levenston* which I quote:

"I once asked a number of speakers of Hebrew and English the following question; it was part of a questionnaire available in either language: "You are discussing with a close friend the best way to get from A to B. He/she suggests changing at C and taking a number 10 bus. You know the Number 10 bus does not go anywhere near C. What do you say to correct this mistake?" Notice incidentally the specific requirement to say something; even so, a few English speakers wrote that they would say nothing. None of the Israelis opted out in this way.

Typical replies in English were: "Yes, but I seem to remember that the Number 10 doesn't go anywhere near C" (English girl 20) "Are you sure? I thought the Number 10 went past ..... not C" (South African girl, 18)

"Are you sure the Number 10 goes that way? Maybe I'm wrong. But I think it goes through D" (American girl, 19)

"Wait a minute. Are you sure the Number goes through C? I'm pretty sure it doesn't." (American boy, 21)

The classic reply along these lines is that used by the hero of James Cabell's novel JURGEN to cope with many outrageous statements he is faced with on his travels: "You may be right; and I would not go so far as to say you are wrong: but still, and all the same...."

Contrast these typical replies in Hebrew — the translations are of course word for word:

מספר 10 לא נוסע בכוון הזה בכלל.

(Number 10 doesn't go in that direction at all) (Girl, 20)

מה פתאום? מספר 10 לא מגיע לשם.

(What on earth! 10 doesn't reach there.) (Girl 20)

אתה טועה, מספר 10 לא עובר שם.

(You're wrong. Number 10 doesn't go past there.) (Boy 22)

זה בלתי אפשרי. 10 לא מגיע לשם בכלל.

(That's impossible. 10 doesn't reach there at all.) (Boy 20)

There were a few English speakers who said, "You're wrong", or even in one case "Don't be silly", and some Israelis who began אני חושבת ש... (I think...) or נדמה לי ש.... (It seems to me that...). However, sixty percent of the English speakers qualified their correction by: "I think", "I seem to remember", "I'm pretty sure", or some such phrase. Of the Hebrew speakers only twelve percent qualified their correction in this way; all the others simply stated the facts as facts, "Number 10 doesn't go that way" with or without some additional comment like. "You're wrong".

One could sum up by saying that an accurate English translation of אתה טועה ("You're wrong") is "Are you sure?"; the Hebrew equivalent of "You're wrong" is מה פתאום / אתה טועה בהחלט (What on earth! You're absolutely wrong). When an Israeli speaking English says "You're wrong" he is not being rude; he is simply mistranslating".

This kind of mistranslation I have categorised under "Formality" since I have followed the distinctions described by Carol Livingstone*. It borders on the next category, Register, which we will turn to next.

Register

I think we are all familiar with the concept of formality in written language. We know the difference between a business and a friendly letter, an encyclopedic entry and the language of advertising. In speech Livingstone exemplifies Registers in terms of occupation. For example, a friend might say, "I've got a rotten pain in the guts". A s a patient, he would say to his doctor, "I've had a pain in the stomach" and the doctor would refer to his "abdominal pain". To be a really proficient speaker, the non-native speaker must have control of a wide range of Registers. Obviously, we do not expect this kind of proficiency with our pupils (except possibly at the Five Point level), but we do expect a certain amount of awareness of Register — and certainly, testers should give credit where control is demonstrated or penalise for gross violations.

The next category, which is by now familiar to all of us, is Functions.

Functions.

There are many ways of expressing the same function. One grammatical stucture can express a variety of functions and one function can be expressed by a variety of grammatical structures. A characteristic feature of English is the way polite requests are expressed. A set of formulae is used, for example "Could you...... Would you like to ....." etc. A typical Israel mistranslation which jars the native English speaker's ear is: "Do you want to drink something?" instead of "Would you like a drink?"

Without going into detail, I must include such phonological features as pronunciation, rhythm and intonation, paralinguistic features such as gestures and proxemics, and the degree of loudness. All these are factors which must be taken into account when estimating proficiency. In other words, the integration of all these features gives us "appropriacy" as the example below (also taken from Livingstone) illustrates:

A and B are acquaintances. Their relationship is friendly, polite and formal.

A: "I wonder if you'd like to come out to dinner with me on Wednesday?

B: No I can't (Violates the polite refusal function. Unacceptable). Yes, I would (Violates the Formality factor — Unacceptable). Thanks, I'd love to (Appropriate — Acceptable).
Delightfully (Ungrammatical but acceptable).
Fine (Marginally acceptable but not quite formal enough).

I must emphasize that we probably do not take all these features into account at this stage of our testing procedure. Indeed, they do not appear in the rating scale descriptions which guide us in our evaluations. However, I think it is just as important to be aware of these features as it is to be aware of grammaticality and fluency.

Immediacy

We now come to Immediacy. We must not forget that role-playing takes place in real time. The participants are confronted with an unexpected situation (as in real life) and have to react spontaneously. This is more relevant in the role-play than in the interview, because in the interview the pupils are likely to talk about themselves-their hobbies, their plans, their interests — things which they have given thought to and are part of them. In the role-play, they are asked to take on a role which is very likely not part of their real life experience and so, on the spot, they have to:

—use imagination.
—understand what is intended and show understanding or lack of understanding by verbal or non-verbal means;
—look for cues to indicate that they want a turn and give cues to enable the partner to speak;
—produce acceptable language.

Parallel to the "immediacy" factor, which applies to the tester as well as to the pupil (except for the fact that the tester is likely to be more at home in the language and is not being evaluated), the tester is required to operate on two levels in the role-play: play a role as authentically and sincerely as possible, and simultaneously be outside the role and evaluate the pupil's performance. This requires quick decision-making.

At present, testers are asked to base their decisions on two factors only: accuracy and fluency — this is difficult enough. At best, testers remember one or two examples of grammatical mistakes and get a general impression of the pupil's fluency. In a maximum of three-four minutes, a grade has to be awarded. It is very difficult to measure each candidate against the description in the rating scale. The chances are that pupils are rated relative to each other — the first few pupils setting the standard. We will have to find ways of overcoming this. Furthermore, as time goes on, I think that all the factors mentioned above should be recorded* and used in in-service training to help teachers develop the skill of decision — making. This skill will surely involve the development of sensitivity, awareness and the ability to operate in real time (ie. immediacy).

* This idea was demonstrated by Amos Paran in the In-service Training Session given in Tel Aviv.

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ENGLISH TEACHERS' ASSOCIATION OF ISRAEL
News From E.T.A.I.

by *Sheila Been*, Chairperson

E.T.A.I. began several years ago with a summer school on Mount Scopus in Jerusalem. The success of this event proved that there was a need for such an organization. Teachers needed to feel that they belonged to an official fraternity for purposes of support, knowledge and inspiration. Under the leadership of Ephraim Weintraub, the encouragement of Raphael Gefen and moral and financial backing from the British Council, the organization flourished. Today, March 1987, E.T.A.I. caters to over 800 paid-up members. Three National Conferences are held a year: a two-day Summer Conference in Jerusalem; a one-day Winter Conference in Tel-Aviv and a one-day Spring Conference in

Haifa. In addition to the national activities, fifteen local branches have been established, from Kiryat Shmonah to Eilat.

Perhaps the impetus for E.T.A.I.'s expansion was the International Conference of 1985, which attracted over 1000 local participants, nearly 100 guests from abroad, a numer of overseas publishers and 3 local distributors. The feedback, especially from the foreigners, indicated that Israel was now firmly established on the world map of TEFL/TESOL.

The rapid growth of the Association made it imperative to develop efficient administrative procedures. To this end the following steps were taken by the National Executive Committee:

1) Official procedures were developed for conducting all the various ETAI activities.
2) Arrangements were made with the British Council and the Ministry of Education for financial and administrative help.
3) An arrangement was made with "The Jerusalem Post" to keep an up-dated computerised list of of members and to supply address stickers for our mailing needs.
4) An arrangement was made with Eric Cohen Books Ltd. to undertake the distribution of the ENGLISH TEACHERS' JOURNAL to all ETAI members.
5) An arrangement was made with the British Council to sponsor guest speakers for Summer Conferences and as many other conferences as possible; also, the British Council agreed to take active ETAI participation into account when considering scholarships and grants.
6) an arrangement was made with Raphael Gefen, Editor of the JOURNAL, whereby ETAI would have its own section in the ENGLISH TEACHERS' JOURNAL.

Once these matters were in order, it was decided to undertake a membership and a Branch-development drive. It was seen as crucially important for ETAI to become as financially independent as possible. Although we were deeply appreciative of the support we had received from several sources, it was felt that as a professional body, we should make every effort to establish a predictable income on the basis of which a budget could be projected. Only in this way could activities be planned ahead; and only by long-term planning could ETAI hope to fulfil its objective of raising and maintaining the status of English teachers in Israel.

I think we can say that, at the time of writing, ETAI is slowly emerging from its teething troubles. We have achieved much, but we still have a long way to go. Fortunately, there are already many dedicated members on the Committee and probably many more teachers as yet unlocated, who are ready to give of themselves to the service of ETAI. There is room for everyone. We have many ideas for furthering ETAI's spheres of interest. We hope to establish Special Interest Groups, perhaps Affiliate Groups. There are endless possibilities for contributing to teacher development if we have the money, energy and vision.

We believe that ETAI can achieve the same standing as any other professional organization.

The 1986 Winter Conference.

Once again the attendance at this Conference exceeded all expectations. Over 400 participants gathered at Bar Ilan University on 29 December 1986, and from all accounts had an enjoyable and productive day.

The Conference was convened by Hazel Camron, recently retired from the English Inspectorate. Hazel gathered together a willing group of teachers to help her and under the guidance of Jean Vermel, they all did an excellent job. As always there were many last-minute problems — the worst of which was the cancellation of our Plenary Speaker, Dr. Elite Olshtain (Past Chairperson of ETAI and now ex-officio President), who was a victim of the flu epidemic. Luckily, two guests from England, Jim Wingate and Paul Fagg (representing *Pilgrims' Publishers*) were in Israel at the time and were happy to fill the breach. Paul and Jim also agreed to give workshops and by the end of the day had become our friends. They have promised to return for the 1987 Summer Conference and of course, for the International Conference in 1988.

In addition to the Plenary session, 28 workshops were offered. An attempt was made to cater to a wide range of needs and interests and to introduce presenters from different but related fields. Thus, for example, Ruth Abramson, a graduate student from Lesley College, gave a workshop on "creating poetry" and Neil Harris, a member of Kibbutz Tuval, gave one on "creative drama". In this issue of the E.T.J. our section includes several reports of the workshops at the 1986 Winter Conference.

The Conference also gave English teachers the opportunity to express solidarity with Soviet Jewry. We welcomed Sasha Shipoff, a recent Russian immigrant and a Computer Scientist, to the conference. He described the plight of two English teachers, Maya Turovskaya Shenderovich and Irina Mazier Berdichevsky, refuseniks. Our guest was invited on the initiative of Judy Enteen, an ardent activist for Soviet Jewry and a Jerusalem English teacher. We felt proud and privileged to be able as a group, to identify with their fight for freedom. A resolution was passed giving honorary membership to our two brave colleagues in Russia and promising that English teachers would promote the cause of Soviet Jewry.

At the end of the day, participants came together again for a farewell to Ian Seaton, British Council Language Officer, who had come to the end of his tour of duty in Israel. He has endeared himself to one and all both professionally and personally. He was guide and mentor to ETAI from the time of his arrival to the day he left. As an expression of appreciation ETAI presented Ian with a Frank Meisler "mezuzzah" and was rewarded with a promise to return for the International Conference in 1988. ETAI wishes Ian and his family "Good Luck" for his assignment ahead. At the same time we look forward to continued cooperation with the British Council through Michael Murphy, the new Language Officer. We wish him a happy stay in Israel.

In conclusion, I would like to reiterate that ETAI is an organization for teachers by teachers. It follows, therefore, that it is up to teachers to "help themselves" and to avail themselves of ETAI's services. They are earnestly invited to submit abstracts of any workshops or lectures they would like to present at National Conferences — they should not wait to be called on. Locally, teachers should take the initiative either to inaugurate Branches or to keep their Branch going. Moreover, teachers are requested to contribute all and any ideas which can further ETAI's objectives. The success of ETAI can only be measured in terms of the cooperation of its members.

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ETAI–TECH (Conference workshop), Ruth Arnon

The growing tendency to include technical and other practical skills within teaching curriculums has focused increasing attention on the needs of a hitherto neglected group of teachers — those teaching the Specialized English in secretarial, mechanics and especially technology Trends. The workshop dealt with the needs of these teachers.

In order to deal with the specific problems involved in teaching ESP, the teachers concerned have recently formed an Association for mutual self-help, teacher training and preparing teaching material. The Association includes members of all educational institutes and streams as well as diverse levels (schools, colleges, etc.).

Whilst this Association was established to serve the needs of only a specific section of English teachers, it was nevertheless felt that its rightful place was within the "mother" Association of English Teachers in Israel — ETAI. A request for affiliation was therefore submitted to the Executive Committee of ETAI.

Our affiliation with ETAI is envisaged as that of a "special interest" group within ETAI. This group and its committee would be responsible for organizing activities relevant to ESP — activities which would be carried out within the framework of ETAI.

Although our Association is as yet focused on the teaching aspects of ESP, we believe that it should not be closed to related fields, for example: writers of technical documentation, translators, etc. Various suggestions of how to put this into practice have been submitted to ETAI, and because of the importance our Association attaches to this matter, we are sure that some viable solution will be found.

We believe that with the affiliation within ETAI, our Association — **ETAI-TECH**, will not only share in the benefits that ETAI can, after so much hard work devotion and dedication of its members, offer to us but also that we can contribute, even if in only some small ways, to ETAI.

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Drama Workshop — E.T.A.I. Winter Conference, Neil Harris

The workshop consisted of a variety of approaches to introducing language learning into the classroom framework through the use of drama. The emphasis was on techniques which everybody could use, with no need for any specific drama training. The important factor was the possibility of developing techniques which would work despite limited space and minimal resources.

Regularly at drama workshops one comes across the "I will give you the underlying theory, and from that you can develop all of your own exercises" approach, which invariably leads to people leaving the workshop, returning home and becoming so involved in their busy lives that they never manage to "develop" anything. At this workshop, the emphasis was on packing in as many different practical, readily-useable ideas as possible, all of which are also completely developable into other subject areas and all of which are adaptable for all age groups.

The workshop examined drama in its simplest form through familiar games all the way through to ninety-minute simulation games which include questioning, listening, memory, group interaction, investigatory skills as well as an exciting theatrical experience.

The presentation of the workshop was completely practical with no spectators, i.e. a drama workshop as it would have been run in the classroom or the language centre.

The participants were initially a little worried about involving themselves, a combination of shyness and embarrassment, but after a short while of being gently persuaded to just "get up and do it" — they just got up and did it. At the end, I believe it would be true to say that all 27 were fully involved, picked up numerous new skills and, importantly, laughed and relaxed a lot during the session.

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Workshop: "The Sunflower", a Unit on to Holocaust, Amale Etkin

As an English teacher in the Upper Grades, my considerations for introducing the material on the Holocaust were as follows:

a. The subject is compulsory in Jewish History studies.

b. It offers possibilities for a variety of activities (role-playing, simulations, discussion, reading and writing). There are of course weightier reasons for teaching the subject, but as English teachers we are always on the lookout for materials that motivate our pupils to speak and overcome their fears of expressing themselves orally.

The unit presented includes two parts. Part One is the condensed and adapted story told by Simon Wiesenthal about a personal experience while imprisoned in a concentration camp. This serves as an introduction to the question of forgiveness. The second part includes three essays by Mark Goulden, journalist, Jacob Kaplan, Ex-Chief Rabbi of France, and Cynthia Ozick, American Jewish writer. These essays are responses to Wiesenthal's story.

The participants of the workshop were given a selection of newspaper cut-outs for background reading (for pupils and teachers) as well as a selection of pupils' test answers. The unit has been taught on an experimental basis for 3 years with encouraging pupil responses. It is approved by the Ministry of Education.

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Speaking and Video: Using "Hello Israel" as preparation for the Oral Bagrut, Amos Paran

(Workshop given at the ETAI Winter Conference, December 1986)

There are three important factors influencing a person's oral expression. The one overriding factor is confidence. In addition, a person must know the topic he is expected to talk about and have something to say about it. The third factor is possession of the linguistic items needed for communication about this topic. In this workshop it was shown how the telecasts and the support material of the "Hello, Israel" programs can help students to acquire confidence, knowledge of topics and the langugae needed to discuss them.

A typology of oral exercises related to video programs was presented, with emphasis on those types that are relevant to a documentary program like "Hello Israel" (e.g. no exercises involving Register were shown). These exercises were divided into three groups: exercises to be used while watching the program (e.g. repetition of phrases, predictive speech, frame and sequence description); exercises to be used after the program has been viewed (e.g. retrospective questioning by teacher and students, pair work based on scripted dialogues, commentary work); and topic-related work (e.g. debates, role-plays, group discussions).

The group watched a number of segments and discussed which exercises could be used with them.

* * * * *

Listening Comprehension for the Intermediate School, Judy Dobkins

The workshop was attended by teachers whose classes ranged from Grades 4—12. As our English Centre is a vital part of Inter-Action, Ashkelon, the presentation began with a talk about the work that we are doing and how the organisation fits into the educational network of the country.

The listening activities were developed in our English Training & Resource Centre and the cassettes were made with the assistance of our audio-visual department.

The workshop encompassed information-gap exercises, descriptions with deliberate mistakes, choosing a sequence of pictures according to a descriptive paragraph, grid exercises and group listening in which members search for specific information to complete a jigsaw.

The demonstration was presented with worksheets, tape cassette and overhead transparencies. Workshop participants were most enthusiastic and showed a genuine interest in the activities. They asked to be informed as soon as the material is available for purchase. The material will be packaged and put out for sale later in the year.

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Workshop: "Friends Across The Sea" — Integrating Skills in Grade 8, Shoshana Postol

The aim of the workshop was to present the rationale and principles underlying the approach taken in the new textbook **FRIENDS ACROSS THE SEA — PARTS I and II** and in the **WORKBOOK — PARTS I and II** accompanying it, in order to suggest an EFL course of study for **Grade 8** pupils which attempts to provide a framework for integrating a variety of language skills. It was pointed out that the course has a structural pedagogic organization, in accordance with the requirements of the Official Syllabus for this level. Linguistic control of the learning environment is carefully graded and a strategy of teaching based on the principle of working from the familiar to the unfamiliar is applied. In addition to structural exercises which are (1) an integral part of the narrative and occasionally — an expansion of it, (2) graded carefully according to difficulty level and (3) always contextualized, the written materials provide opportunities for research projects, dictionary practice, and other activities based on real-life experience and background knowledge.

The first part of the session was devoted to a description of the narrative which is based, just as the other textbooks in the TELEM SERIES, on the local scene and expanded in **FRIENDS ACROSS THE SEA** to include American teenagers with whom the Israeli pupils correspond. The second part of the session was spent on the examination of sample pages from the forthcoming **WORKBOOK I** which include activities for individual and pair work to be done inside and/or outside the classroom framework, and are specifically aimed at developing communicative competence.

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Workshop: UP TO THE TOP, a new textbook for weak learners in the Intermediate School, Rena Keynan

The workshop tried to define the particular needs of the slow learner and the difficulties that impair his learning. This was followed by a demonstration of rehabilitative learning activities that may improve the weaker pupil's thinking habits. The teachers were introduced to extracts from the new textbook — a Re-Pre-Reader, intended for those learners who should be given a second chance. The book suggests a programme for pupils who are illiterate or semi-illiterate in English and is based upon a combination of the Neo-Phonic and global approaches. It focuses on the Receptive skills (Listening and Reading) and its main aim is to give the pupil an experience of success in learning.

The material is not structually graded, and grammar is explained as if it were vocabulary only. The pupil reproduces formal patterns through mimicry-memorization of model sentences and contextualized mini-dialogues. The stress is on vocabulary presented within Topic Areas which center around the teenagers' immediate interests. The textbook is accompanied by a tape and a Listening Comprehension programme.

Feedback. The teachers' reactions were on the whole positive. A heated argument revolved around the fact that the book makes use of bilingual presentations and presents instructions and translations in Hebrew. The decision to use Hebrew is based on the conviction that the weaker pupil has to be led along a path that presents him, at frequent intervals, with familiar landmarks. Thus assisted, he will confidently climb UP TO THE TOP. The probable publication date for the book is Summer 1987.

Workshop: ACTIVITIES FOR TEACHING READING COMPREHENSION, Tamar Feuerstein and Miriam Schcolnik

Modern theories of reading comprehension were briefly presented, followed by an outline of "the reading lesson", as well as an explanation of skills and strategies necessary for comprehending a text. Each skill and strategy was shown to belong to a wider category and exemplified with various classroom activities presented on the overhead projector.

The activities presented demonstrated reading skills such as: finding main ideas, distinguishing main ideas from details, recognizing examples, prediction and expectation, guessing meanings of words from context, recognizing comparison and contrast, understanding and making classifications, distinguishing facts from opinions, recognizing cause and effect relationships, recognizing bias, and reading for implicit information.

The presentation included a lecture, demonstration of activity types, examples of actual texts and reading tasks and interaction with the audience in the form of questions and answers.

The participants were very involved in the workshop and asked probing questions that dealt with the rationale for teaching reading comprehension, the nature of the reading lesson, the form of the activities and the value of various approaches.

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ARTICLES ON THE TEACHING OF VOCABULARY

1. INCREASING VOCABULARY TEACHING IN ISRAEL SCHOOLS

by **Raphael Gefen**, English Inspectorate

After generations of neglect, vocabulary teaching is once again being recognized throughout the English Language Teaching profession as a domain that has to be stressed much more than in the past. The new Syllabus for Israel Schools, now in preparation, will emphasize vocabulary teaching much more than was the case in the past, and will make the point that vocabulary teaching is as important as grammar teaching; pupils' achievements should be measured in terms not only of their grammatical inventory but also of their lexical repertoire: vocabulary on a par with grammar.

Many if not most of our current textbooks do not teach vocabulary actively and systematically, so teachers will have to supplement the textbook with their own additional exercises and assignments. The following books will be of great assistance to teachers in this regard:

"Working With Words: a guide to teaching and learning vocabulary" by Ruth Gairns and Stuart Redman (Cambridge University Press. 1986)

"*Vocabulary: Resource Book for Teachers Series*" (ed. Alan Maley), by John Morgan and Mario Rinvolucri (Oxford University Press, 1986)

"The Words You Need", by B. Rudska, J. Channell, Y. Putseys, P. Ostyn (MacMillan, 1981)

"More Words You Need", authors as above (MacMillan 1985)

The first two titles are specifically teachers' books, but the "Words You Need" books are students' books (but at an advanced level, so probably more useful also as a teacher's aid).

The contents of these books are as follows:

"Working With Words" — Language awareness activities, words and their meanings (conceptual meaning; affective meaning; style, register and dialect; sense relations — synonymy, antonymy, translation equivalents; multi-word verbs; idioms; collocation; componential analysis); Words and their forms (the grammar of vocabulary; word building; pronunciation; Student responsibility and teacher responsibility in the selection of vocabulary; criteria for selection — frequency, cultural factors, need and level, expediency; Receptive versus productive vocabulary;

How many items to teach; Grouping vocabulary items; Traditional approaches and techniques used in the presentation of new vocabulary items (visual techniques, verbal techniques, translation); Student-centred learning (asking others, using a dictionary, contextual guesswork); Memory and written storage (meaningful tasks, imagery, rote learning, recycling); Classroom activities (using visual aids, using authentic reading texts, teacher-designed contexts and the use of the dictionary, speaking activities, games, questionnaires, problem-solving; Vocabulary in coursebooks.

The authors base their analyses and suggestions on the findings of semantics, psycholinguistics, learning theory and classroom experience. Highly recommended.

"Vocabulary" by Morgan and Rinvolucri. This is a highly practical book, as can only be expected from these authors, leading figures at the Pilgrims courses in the United Kingdom, courses attended in England by many Israeli teachers and also given here in Israel under the sponsorship of the British Council. Every page is a different activity, with the class level indicated; the time to be taken is stated, the teacher preparation assigned, sample text given, class activity specified (often for two lessons or more) and "variations" suggested. Section A of the book consists of nine "pre-text" activities, Section B of eighteen "working with texts" activities, Section C of fifteen "picture and mime" activities, Section D of eighteen "word sets", Section E of eight "personal" subjects, Section F of sixteen "dictionary exercises and word games" and Section G of seventeen "revision exercises". Very highly recommended for its effective and workable practical suggestions.

"The Words You Need" This is an advanced textbook, based on the insights of Linguistics and Psycholinguistics, which sets out to organize the acquisition of language skills within the context of a structured approach to vocabulary learning. A typical chapter (Chapter One — "Beauty is Only Skin Deep") contains reading passages and oral discussion questions, followed by intensive semantic-lexical study based on the reading texts, in this case — A. "Semantic Fields": opinion of oneself, counting up the worth, forming judgments, being dirty, being attractive, having a good appearance; B. "Synonym Pairs", e.g. unwilling/reluctant, situation/plight, open/overt. The chapter concludes with twelve lexical exercises based on the reading and semantic study, and a written assignment.

A second book in this series, **"More Words You Need"**, is for "post-intermediate and advanced" students, i.e. studying in English-language-medium institutions of higher education and others studying English at the level of the Cambridge Proficiency examination; however, the assumed vocabulary entry level is only 3000 words! The reading passages are amusing and interesting and the vocabulary is of course dealt with very systematically. Accompanying Teacher's Books (to both books in the series) cover the underlying linguistic approach (semantic field theory, psychological validity, componential analysis, collocation, etc) as well as giving didactic advice on the use of the Student's Books (and keys to the exercises).

Teaching Vocabulary Is As Important As Teaching Grammar

The average teacher considers language teaching usually in the form of a number of grammatical structures; the average "person-in-the-street" considers language learning in the form of a number of lexical items, and if asked what his/her needs are (i.e. "What does 'learning another language' mean to you?") will probably answer in terms of possessing a rich vocabulary rather than an impressive repertoire of grammatical forms. After all, *basic* communication, however inelegant, irritating and often ambiguous or unclear, is more likely to be successful given a moderate vocabulary with a mother-tongue syntax imposed upon the foreign language than a knowledge of grammatical rules with a restricted lexicon.

One can understand the teacher's priorities above, since grammar (and phonology) is finite, generalizable and applicable to all textbooks and other courseware produced according to the decisions of a syllabus. Laying down a "vocabulary syllabus" on the other hand, comes very near to dictating the contents of a textbook, which is limiting and undemocratic as well as not catering to the needs of differing pupil populations or different types of courseware (textbook v. telecast, etc). Yet the merest glance through most textbooks suffices to indicate that the authors do not bother to exploit the lexical material they have included in their chapters: the grammatical pattern to be taught is highlighted, explained and drilled, but the vocabulary is left to itself, to be learnt or not according to the teacher's inclinations, with few if any exercises related to the new words met in the chapter, so that teachers who conscientiously teach the book but do not add their own extra materials simply do not teach the vocabulary at all.

In other words, teachers and textbook writers still confine themselves to the prescriptions of the Audio-Lingual school, which still dominates the teaching lives of most of us, whatever "advances" (some would say "regressions") are being advocated in professional journals or in universities. Thus spake Charles Fries in 1945: "a person has learned a foreign language when he has first, within a limited vocabulary, mastered the sound system and has, second, made the structural devices matters of automatic habit." I wonder whether foreign language learners ever "mastered" the sound system, unless the teacher adopts a very broad and tolerant definition of "mastered", but grammatical drilling is certainly still the hallmark of most language teaching. In like manner, W.F. Twaddell made the point in 1968 ("Linguists and Language Teaching" in the TESOL Quarterly of that year): "There is a general consensus in the profession that during this phase of habit formation (*again the reference is to phonology and syntax — RG*) the vocabulary is to be rigorously limited. For vocabulary is the least systematic component of a language and any increase in the learning burden during the habit formation stage would be an unwelcome distraction". In all honesty, it must be noted that in this same article, Twaddell then goes on to question this principle, but the 'consensus' was/is definitely there and such vocabulary as there was/is serves to clothe the grammatical (or phonological) structure with a minimal meaningful context. Presumably this demotion ('demotion' since the earlier Direct Method school focused on vocabulary rather than on grammar, in contradistinction to the even earlier "Traditional" school of grammar-translation) was not only due to the unsystematic nature of vocabulary but to the general neglect of semantics, hence vocabulary, among adherents of Structural (Descriptive) Lingusitics, then the dominant school; but Chomskyan teachers today often see vocabulary as "merely" Performance, forgetting that language proficiency is measured in terms of Performance, not Competence.

Inadequate Targets for Vocabulary Acquisition

The claim I essentially want to make in this article is that vocabulary teaching and targets should be on a par with grammar: not the poor relation and not a complete swing of the pendulum back to the Direct Method and not an identification with some current trends of anti-grammar teaching in favour of nebulous categories of "functions" or "acquisition" as against "learning". When one examines existing targets for vocabulary teaching (where stated at all), they are woefully inadequate in terms of communicative needs. Thus, the "Cambridge English Lexicon" by Hindmarsh, catering for students sitting for the First Certificate examination, lists a mere 4500 words (8000 "semantic values"), but they are *words* not lexemes: "act", "active" and "action" are three separate entries, part of the 4500. These are presumably intended as productive items (speech and writing), although the examination itself is largely a reading comprehension test (i.e. recognition vocabulary). The "Syllabus for Israel Schools' (1976), requires 3000 lexemes as its target, more or less the same overall figure as Hindmarsh's. Hornby's "Advanced Learner's Dictionary" has 50,000 headwords; the less-advanced "Oxford Student's Dictionary" has 35,000 (only 20,000 in their companion "Student's Dictionary of American English"!), clearly total lexicons for productive and recognition purposes. Scholars such as Nation and Richards posit a native speaker's reading (recognition) vocabulary as 50,000 and a productive vocabulary of 20,000; articulate and well-educated persons would have, in their estimation, productive and recognition vocabularies of twice those figures. A standard English mother-tongue dictionary (e.g. Webster's Third International) has 450,000 — 500,000 entries. An article by Ramsey (TESOL Quarterly 15/1, March 1981) estimates that the total (recognition + productive) vocabulary of a U.S. university student is about 200,000 items and that of a 12 year-old native speaker 135,000, figures which do seem rather daunting and to be an impossible target for the foreign language learner. I suggest we regard Ramsey as exaggerated and instead adopt Nation and Richard's view; a reasonable target, then, for the foreign language learner of English aiming at the level of Bagrut (similar to the Cambridge First Certificate) would be a vocabulary of 3000-4000 lexemes (not words) and a recognition vocabulary of about 15000. In terms of a national long-term syllabus for Israel, with an eight-year programme of studies (Grades 5 —

12) of four lessons a week on average for a thirty-week school year, we reach an average of 3/4 active lexemes per lessons (target for the 5 Points Bagrut). Reducing the load of grammar drilling (but not the speed of presentation of new structures) and combining grammar drilling with vocabulary practice (*pace* Fries and Twaddell) make this target a reasonable one. And with all due respect to British patriarchs, Michael West's adage (in his seminal article "Simplified and Abridged" in one of the earliest issues of "English Language Teaching") that "2000 words are good enough for anything, and more than enough for most things" represents an acceptance of linguistic poverty which cannot be abided today.

Direct Vocabulary Teaching

Vocabulary, like grammar, should of course be acquired in a meaningful context, otherwise it will be soon forgotten. This context need not be a "full" sentence, so beloved of so many teachers — a minimal meaningful context for an adjective would be a Noun Phrase of Determiner + Adjective + Noun. Teachers often provide a non-linguistic context (realia or a picture, both potentially ambiguous) or reveal the new item and elicit its meaning from pupils by means of an anecdote. Having provided these contextual meanings (i.e. the new word is taught in a context-sensitive situation rather than presented in a context- free dictionary-definition — of — all-possible-meanings format), I venture to suggest that the translation-equivalent be elicited from the pupils. Learners will never be sure of the meaning of the new word in English until and unless they can supply the equivalent in the mother-tongue (not necessarily of course a word-for-word translation; often a phrase in the one language is a word in the other). I put "translation" as the final stage in vocabulary definition, after "demonstration" (realia, visuals) and "paraphrase" (foreign-language contextual exemplification as in an anecdote or sentence or monolingual dictionary-type definition, a very useful exercise in developing strategic-pragmatic competence); giving the mother-tongue equivalent before or instead of these other processes encourages lazy minds and so inhibits the transfer of the new item to long-term memory storage.

Direct Vocabulary Teaching involves the productive word-stock of the learner, in contrast to Indirect Vocabulary Teaching, whereby the new item is met incidentally in the text, explained in passing (or immediately understood from the context), looked up in a dictionary if necessary, perhaps even noted in the pupil's private word-book — but not *actively* taught and practised in class. Hopefully, many of these items will be recognized the next time they are encountered (or the time after, or the time after that ....); some might become part of the productive word-stock (semi-acquisition rather than formal learning).

Deductive Pre-Teaching

Direct vocabulary teaching can be inductive in character, whereby the teacher halts at the word he/she regards as worth teaching productively, but this procedure, however laudable from the "meaningful context" point of view, holds back appreciation of the chapter or story being read or heard and deters reading/listening comprehension. Furthermore, not all teachers can be relied upon to select items which will be permanently useful to the pupil; nor can they be expected to provide the plentiful practice exercises which are necessary to ensure proper retention.

For these reasons, a good textbook should provide "keywords" at the head of the chapter and follow-up exercises based on these keywords *and on keywords taught in earlier chapters*; the re-entry of lexical items is essential for long-term memory and whereas one can more or less rely on a textbook using a new grammatical structure in subsequent chapters, it is the rare textbook indeed that consciously and systematically re-enters new lexical items. Teachers should be encouraged to teach these keywords deductively *before* they begin on the chapter (using the realia, visuals, anecdotes etc mentioned above, ending up with translation). The textbook-writer should choose items which are generalizable and of high frequency — not necessarily those which are specific to the contents of the chapter, perhaps even jargon words; in fact, these "local context" items often belong more properly to the inductively-introduced indirectly-taught recognition vocabulary. Pre-teaching these keywords meant for productive use helps focus the lesson on vocabulary acquisition and relieves learner anxiety during the course of reading or listening.

Productive Teaching

Productive teaching involves the teacher attacking the new word from a variety of angles. Firstly, he/she has to say the word aloud (not merely write it on the blackboard) and get the class to say it too. Secondly, the pupils must write the new word down in their word-books, together with the translation and the model context (a phrase in English): the mental effort involved in uttering and writing, together with the kinetic value (right cerebral hemisphere perhaps?) promise that the word will have a greater chance of being remembered than if it is merely seen. Likewise, the teacher should focus attention on the pronunciation and the spelling of the new item (i.e. its shape) — not because these are so important in themselves but to aid in the word's being remembered. Another very important form of word-attack is morphological: in complex words, the prefixes and suffixes (often the root base as well, though less frequently) give pupils clues to meaning, as well as a psycholinguistic satisfaction that there is some system involved in the lexicon (as long as these affixes and roots are in themselves productively-generalizable to other words). With due care, there are many occasions when etymology might be considered, especially with keen learners on an upper-intermediate level: knowing the history of a word and its associations with other words will provide a greater feeling of control and a deeper understanding of the word in question — as long of course as the etymological original meaning is still the basic meaning today! There is no point in teaching pupils that “journey” is akin to “journal” or “journalism” because of the common origin in the French word for “day”; they are not interested in diachronic linguistics for its own sake!

Finally, linguistic borrowings and cognates must be mobilized by teachers to make vocabulary learning easier and more interesting. English has given so many words to so many languages; it has also borrowed on a large scale from other languages; and a third language (e.g. Latin or Greek) may very well be the source of a loan-word both in English and the mother-tongue. This will especially be the case with Indo-European languages, but the case is general and applies to other languages also. Examples for Hebrew-speakers (i.e. a non-Indo-European language) are: “opositsia” means “(Parliamentary) Opposition” (in other contexts, the Hebrew bears no similarity — “hitnagdut”), /mexona/ is “machine” (Greek) and “ʔashpez” is “hospitalize” (not an immediately obvious one, but the glottal stop is ‘initial h’). After all, pupils are not learning English-as-a-foreign-language in a vacuum, as if they were First Language learners with no alternative language resources to fall back on or analogize with or contrast; they have already acquired their own mother-tongue and perhaps another language, and this wide linguistic knowledge should be utilized to the absolute maximum.

TEACHING VOCABULARY:

2. SECOND LANGUAGE LEXICAL ACQUISITION: ISSUES AND PROBLEMS

by E.A. Levenston, The Hebrew University of Jerusalem

(abridged version of a lecture given at the First Nordic Symposium on Interlanguage, Finland, 1979)

Most of the basic questions involved in understanding the process of second language acquisition have not yet been properly investigated. They include:

1. **How far are the processes whereby second language vocabulary is acquired parallel with those by which first language vocabulary is acquired?**

Ervin and Osgood’s distinction (1954) between compound and co-ordinate bilingualism referred to the way bilinguals store their two vocabularies. For the compound bilingual, second language lexemes are mediated through the first language; each concept already tagged with a first language lexeme has another second language label added. Isomorphic translation-equivalence is assumed until proved otherwise. Lexical transfer, positive and negative, is constant. In first language learning, by contrast, there is no prior set of terms to which labels can be attached; only gradually are concepts acquired and lexemes matched with them. For the compound bilingual, then, second language lexical learning does *not* parallel first language learning. By contrast, for the co-ordinate bilingual, who keeps his lexical stores distinct, the processes by which lexemes and concepts are matched must be parallel for the two languages. The lexemes may not match *across* languages, but the acquisition process is the same. If, that is to say, the distinction between the two types of bilingualism is valid.

It should be remembered that apart from some rather inconclusive studies using the semantic differential as a measure of conceptual distinctness, very little empirical research has ever been carried out into the validity of Osgood's distinction.

In a useful summary of the relevant research, Segalowitz ("Psychological Perspectives on Bilingual Education" 1977) comments that "the claim that there are two types of bilingualism is now controversial" and sums up as follows: "The evidence supports the conclusion that there is one semantic system in the brain subserving all the languages of the multilingual, rather than separate processes for each language." But this is a comment on the end-product, so to speak, on the organization of language within the brain once the languages have been acquired. It does not speak to the question how, or by what stages, the language acquisition process takes place. It is precisely here, in the study of lexical acquisition, that the distinction between compound and co-ordinate processes may prove useful. In other words, my own hunch is that compound and co-ordinate are not so much varieties of bilingualism as varieties of the lexical acquisition process. All of us bilinguals have acquired some vocabulary compound-fashion and some vocabulary co-ordinate — fashion. There are thus both parallels and differences between first and second language acquisition, but how to demonstrate this empirically remains to be shown.

This distinction between compound and co-ordinate applies of course to two languages learnt in succession. Curiously enough, there may be some evidence for the hypothesis in accounts of how two languages were acquired simultaneously (Burling's account of how his son Stephen acquired Gara and English; see also Ervin-Tripp's account of a Chicano child acquiring English).

2. What individual personality characteristics, if any, affect the learning and use of vocabulary?

Sometimes, it has been suggested, learners strive to keep their languages apart, to maintain a proper distance between them. They will then refuse to credit that the second language functions like the first and reject forms that seem too close for comfort to known first language structures. At other times, learners will allow their languages to come in contact and readily allow transfer from their first to their second language. Note that this formulation of their behaviour has been deliberately ambiguous: it may be interpreted as referring to the same learner at different stages of the learning process, relying on transfer as a beginner but maintaining distance, sometimes needlessly (Kellerman 1977), as he progresses, or it may be interpreted as referring to different kinds of learners, some maintaining distance and some reducing it. In an earlier article on grammatical features of interlanguage performance data (Levenston, 1971), I referred to over-indulgence and under-representation — given a choice between two target language structures, learners will over-indulge the one closest to their first language, and under-represent the one most distant. But this, as I now realize, was to assume that all learners tend to reduce the distance. For learners who insist on maintaining distance, the process might well be reversed: over-indulgence of the more different structures, under-representation of the more similar. And similar behaviour patterns may well be observed in the acquisition of vocabulary, especially cognates. The learner who prefers to maintain distance will tend to avoid them; the learner who brings his languages together will relish the use of cognates and even invent new ones which do not really exist.

3. By what stages, influenced by what factors, does the lexical stock of a second language learner grow and expand?

Individual personality characteristics can now be seen as only one of a set of factors affecting the growth and expansion of second language vocabulary. These factors can be divided into four sub-categories:

(a) features of the second language — phonology, morphology, syntax, semantics;
(b) features of the first language — and other languages known to the learner;
(c) features of the learner — personality, motivation, previous knowledge;
(d) features of the learning situation — especially input, controlled or uncontrolled, general or specific.

Traditional language teaching methodology had no doubts about what mattered most in controlled classroom situations. Everything depended on the input. What was learnt was what was taught — or would be if learners were not so contrary. Syllabuses were defined in terms of the number of words — and which specific words — to be acquired in a given period of time. And all the research effort was devoted to determine the most appropriate criteria for the choice of input — frequency, generalizability and so on. Of course, this only made sense for the beginning stages of language learning. After a certain point, vocabulary expansion was largely uncontrolled, handed over to "extensive reading", or taken over by the demands of English for Special Purposes. But the first 500, the first 1000, possibly even the first 3000, could be chosen, presented and acquired. Input, in other words, equals intake.

Obviously, all this has no direct relevance to informal, "natural" language acquisition. But it also ignores many features of the language — and of cross-language relationships — which do affect intake, may account in part for the learners' contrariness, and have been the subject of our own research (*Levenston and Blum: "Aspects of Lexical Simplification in the Speech and Writing of Advanced Adult Learners", 1977; Blum and Levenston: "Lexical Simplification in Second-Language Acquisition", 1979).*

The hypotheses we have proposed concern processes which apply equally to formal and informal learning. Three concern factors which militate against the conversion of input to intake:

i) learners will avoid words which present phonological difficulty;

ii) learners will avoid words which present grammatical difficulty, morphological or syntactic;

iii) learners will avoid words — and meanings — which present semantic difficulty.

And a fourth, broad, hypothesis concerns factors which militate in favour of the conversion of input to intake:

iv) learners will prefer words which can be generalized to use in a large number of contexts. In fact, they will over-generalize such words, ignoring register restrictions and collocational restraints, falsifying relationships of hyponymy, synonymy and antonymy.

All these processes result in over-generalization of some kind or another. The effect of these four hypotheses can be summarized in familiar terms: in lexis as in grammar there will be over-indulgence or under-representation.

The third hypothesis as formulated here is somewhat vaguer than it used to be. In our earlier work, we referred explicitly to void-avoidance: learners will avoid words for which no direct translation-equivalence occurs in their mother-tongue. There are two reasons for the reformulation. One is symmetry — we now have phonological difficulty, grammatical difficulty and semantic difficulty. But that is less significant than the need to include what is in effect a new hypothesis which may be phrased as follows: learners will avoid unreasonable polysemy. This is a fascinating discovery, first proposed by Hadassa Kantor of Bar-Ilan University (1978): the Hebrew verb /lidxot/ means both "postpone, adjourn" and "reject". English-speaking learners invariably acquire the meaning "postpone", but cannot bring themselves to use it in the sense of "reject". It just does not seem reasonable that one word can have two such incompatible meanings, and even lead to unfortunate ambiguities. Similarly, the verb /levaqer/ can mean both "visit" and "criticize"; learners find it hard to accept both meanings and do not use "criticize".

This hypothesis differs from all the others in that it refers not to the acquisition of words but to the acquisition of particular meanings. Which meaning is preferred and which is rejected presumably depends on the sequence and intensity of acquisition. In controlled formal language situations, the first meaning encountered is also likely to be the most frequent.

4. What is the relationship between active/productive and passive/receptive knowledge of vocabulary?

This is a simple, not to say simplistic, way of stating the problem which blurs all the underlying complexities. These emerge very clearly when the question is reformulated: "Under what circumstances, after how long an interval, subject to what encouraging or discouraging influences, do words, or meanings of words, progress from being vaguely familiar to being accurately identified and then from being sometimes accessible to being fully utilized whenever required?"

In other words, there is not a simple binary distinction between active and passive knowledge, but rather a continuum of degrees of familiarity, with corresponding degrees of accessibility; alternatively, we could think in terms of three kinds of vocabulary knowledge — active, threshold, and passive. This conceptualization introduces the intermediate term "threshold vocabulary" to cover words which are sometimes available for use and sometimes not.

However, a number of empirical questions remain unanswered. Do all words pass from recognition knowledge to active production? Or do some words enter directly into one's active/productive vocabulary while others remain forever passive? Beyond the beginning stage there is probably for most lexical items a period in the learner's history when they are recognized but not produced. Is there a norm for this time lag?

3. TEACHING "ACTIVE" VOCABULARY IN THE FOREIGN LANGUAGE

by *Rivka Kressel*, English Inspectorate

Teachers should not be called upon to "teach a textbook". In most cases there exists a curriculum that states, among other things, the number and quality of lexical items pupils are supposed to acquire in the course of a given period of study.

The instructions concerning a *"core vocabulary for Grades Five and Six"* (Suggested Syllabus 1973, p. 53) state the following:

"600 words and phrases should be taught during these two years; some 450 of which are given below. *Teachers* and *course-writers* should make sure that they are thoroughly mastered and should add a further 150 items for active mastery in the light of the situations they have chosen to teach. These additional items will not necessarily be subsequent to the core vocabulary given, but will be interspersed among these items. These situations and the resulting vocabulary must all be in accordance with the criteria laid down in the introduction to the syllabus.

In addition, there may also be *a few* words and phrases meant for passive recognition, but these should be kept to the minimum and if possible should not be introduced at all."

The situations and topics "suggested for Grades Five and Six" given on page 59 are suitable for all stages of FL study and useful to students of all agegroups:

1. The pupil himself and his family
2. The school environment
3. The home environment
4. Shopping
5. Food
6. Transport
7. The seasons and weather
8. Tools
9. Clothing
10. Town and country
11. Occupations
12. Countries and continents

For Grades *Seven to Nine* the curriculum states: (p. iii) "Grade Seven will learn about *300 new lexical items* during the year for active mastery and use. A further small number of items may be introduced, to be regarded as passive knowledge only. All items for active use must be selected in accordance with the criteria laid down in the introduction of this syllabus and the primary syllabus.

In addition, Grade Seven will consolidate the 600 items of the primary syllabus. This consolidation of the Primary School vocabulary is very important in itself. It also ensures that pupils generalize familiar vocabulary to new situations."

In addition to these 600 + 300 items pupils are assumed to acquire another 600 items in Grades Eight and Nine, bringing their active vocabulary up to 1500 by the end of Grade Nine. That means students should learn an average of 2.5 items each lesson and *remember what they have learnt*!

In Grades Ten, Eleven and Twelve pupils are required to learn 500 items each year (an average of about *four* items per lesson), thus reaching an active vocabulary of 3000 items in all by the end of of Grade Twelve.

Selecting the suitable material out of the immense stock of words available to speakers of English is not an easy task; still, selection must be part of every teaching approach. There is obviously no possibility of teaching everything and this pertains also to the teaching of vocabulary. Therefore teachers must choose or let someone do the choosing for them.

No native speaker knows all the words of his mother-tongue and most native speakers use only a small part of these words. West (1941, p. 64) thought the teaching of vocabulary to be of the utmost importance in TEFL.

"Let the teacher have no scheme, just a list of words which have to be taught... Let him make a set of realistic situations, which demand these words, so that each one comes in, because it is urgently needed..."

He (the teacher) will have to be a bit of a genius to bring in all his vocabulary... but he will produce a set of lessons, which is not only interesting and lively, but far more easily learned, than the ordinary lesson."

This approach seems rather demanding, as far as the average teacher is concerned. Most teachers do not even attempt to prepare their own set of realistic situations, but rely on those produced for them by textbooks.

"Textbooks determine largely what is taught. 70% of the teachers... depended on the textbook; half of them followed the textbook exclusively." (Smith, 1976, p. 65)

Teachers who, for example, use one of the textbooks written in Israel for children in Grade Six, should be aware that the word-load introduced is more than excessive. Checking the active vocabulary, as it is listed in the books' glossaries, shows that one of them amounts to nearly 1200 items instead of the 600 laid down in the syllabus and assuming that the list includes words taught in Grade Five. The other textbook (two volumes for Grade Six) presents 550 words for active mastery in Grade Six instead of the 300 mentioned. Textbooks written in England and in the U.S.A. do not carry a lighter word-load.

Rivers (1968, p. 209–210) expresses the opinion that if students of a foreign language find it difficult to recall words they are supposed to have learned in foreign language study, the reason is usually to be found in the fact that they have been asked to learn an indigestible number of items.

Teachers should be aware that in foreign language acquisition, just as in other branches of study, what matters is not what *teachers teach*, but what *pupils know*! Quite often situations arise that remind one of the following story:

A little boy once brought his puppy to school and told his teacher that he had taught the puppy to whistle. After the teacher had expressed his admiration, they waited for some minutes and then the teacher said:" But it doesn't whistle!" The child said:" I never said it could. I said that I had taught it to!"

It seems that if teachers want their pupils to be able to perform, several activities will have to be undertaken concerning the study and mastery of vocabulary:

a. Teachers must choose the 300 items they want to emphasize in each of the five Primary years very carefully. The same must be done for the 1500 items pupils are supposed to master in the Upper grades (3000 in all). The first, "basic" 450 words appear in the curriculum of Grades Five and Six. For the rest teachers might make use of the wordlists appending the Hill series. Thus teachers can mark part of the material appearing in the dictionaries of the textbooks used in class, making the marked items "active" and using the rest as a kind of "glossary". The same kind of selection is possible whenever articles, newspapers or stories are presented.

Items so chosen are listed in an alphabetical order, which is reasonable, since a learner will use the list to look up words or their meaning. In fact, the learner needs *two* such lists, one from English into his mother-tongue, and a second one, enabling him to find quickly and efficiently how to express whatever he is looking for in "basic English", without having to consult a big dictionary.

Obviously this is not the way lexical items should be presented, used or reviewed in language lessons! Words, just like structures, should be taught because they are needed to express something someone wants or needs to say, in the framework of a topic or a situation that demands this kind of communication. Twelve basic topics have already been mentioned above and as students grow older and more proficient, topics suiting the learners' interests and needs should be added. With the help of such a meaningful framework, words can be re-entered and reviewed in a concentric fashion.

b. When presenting new items it is helpful to keep to the following guidelines:

1. All items should be presented in context. They should "make sense" and this is especially important if they are the so-called "abstract" words.
2. Words for "active use" should be taught in the spoken form, so as to enable the students to hear them several times. Students should be asked to repeat each item several times, learning to pronounce them correctly.
3. Teachers must make sure that the meaning of each item has been understood by all pupils.
4. Teachers must guide their students towards "understanding if they understand" and make them aware that it is not only their right, but their duty, to ask if they are not sure whether they have understood!

c. *The meaning of vocabulary can be made clear in different ways:*

(i) Concrete nouns, verbs, adjectives and prepositions can be easily explained with the help of objects, pictures and mimicry. This kind of explanation is a good way of reviewing lexis previously introduced. Teachers can use synonyms and antonyms and words can be described.

(ii) Presentation becomes much more difficult when the word in question is of abstract meaning. It is a good idea to have one of the pupils translate the word into the mother-tongue, even if the teacher feels pretty sure to have "come across".

All that is said above concerns the correct presentation of lexical items. Still, making the meaning of an item clear does not ensure that students will remember it or be able to recall it at will.

The attainment of a satisfactory level of performance and proficiency demands that learners exert themselves not only once but many times. Curves of acquisition indicate that proficiency of performance increases as a function of the time a learning situation lasts. (Time is usually indicated by trials.)

d. *Motivation and re-inforcement* are both factors of *acquisition* and *retention. The* *amount* as well as the *quality* of re-inforcement are important variables in the study of vocabulary. It is easier to learn and recall material that makes sense and is related to things already known. The retention curve for unrelated material descends much more sharply than that for material that can be related to material known to the learner.

The amount of practice devoted to the original learning affects the retention curve to a great degree. It has been found that the more chances learners have to respond correctly after items have been presented, the more dependable a part of their repertoire these items become. Material that has been barely or incompletely mastered is usually quickly forgotten. This being so, new words should be learned by meaningful practice and not be memorized in the form of "word lists". They likewise should not be presented *en masse*. In addition, teachers must do all they can to re-enter items as frequently as possible, in all situations in which these items can be used.

For the reviewing of words in context, posters, pictures and topic-charts are very useful. So are all kinds of word-games, especially the kinds that produce word chains, make students ask questions or make them tell stories. If students are told that such competition-like games will be part of a given lesson, in most cases they prepare themselves, review words in context and even enjoy doing so.

Word games can be played by the whole class frontally, under the supervision of the teacher, but it is obvious that if students play in small groups or in pairs, they will be much more active in addition to having much more fun. The teacher will be free to walk about, check on the activities and even join a group for a few minutes.

Young learners enjoy playing lotto games, pair-cards and word bingo games. All these can and probably should best be made by teachers with the assistance of the pupils.

As the learners grow more proficient, written games can become part of the vocabulary review, ranging all the way from making "chains" to writing connected sentences and paragraphs that become a meaningful and sometimes a funny story.

Language teachers must keep in mind that the real goal of language acquisition is above all communication. Students should be helped to communicate in ways they find meaningful and if possible, enjoyable.

"Effective learning may not always be in direct proportion to frequency of repetition, but it is tempting to think that successful communication has much to do with it, since success of this kind is likely to impress learners with what language can do and what they can do with it." (W.R. Lee, *E.L.T., XXXIV, Oct. 1969.)*

(Editor's NOte: see the article "Increasing Vocabulary Teaching" by Raphael Gefen in this issue for a discussion on vocabulary load and the new Syllabus)

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TEACHING VOCABULARY:
4. TEACHING VOCABULARY FOR PRODUCTION — ORAL AND WRITTEN — IN THE UPPER DIVISION

by *Carol Goldfus*, University Secondary School, Jerusalem, and *Pnina Rosenbluth*, Boyer Secondary School, Jerusalem

Language consists primarily of words. Both in oral and written production, the level of speech is determined by vocabulary. The richer the lexical inventory of the learner, the more fluent his speech and writing. Not only does he not have to fumble for words to express himself, he even has the ability to avoid repetition by using synonyms and is also capable of bringing out subtleties and nuances. When a student has a free flow of vocabulary, his grammar and syntax miraculously improve. Thus, it seems that the best way to improve speech and writing is to enrich vocabulary. Vocabulary is therefore our first and foremost concern.

A pattern for teaching vocabulary has numerous advantages for both teacher and learner. The student gradually becomes aware of the various stages of acquisition and eventually familiar with the requirements and techniques of each stage. At every "station" he knows exactly what is being aimed at. Though the items vary according to selection — emotions, controversy, descriptions, connectors, intensifiers etc. etc, — the steps in acquiring those items follow a pattern in which the intermediate objectives are clearly defined.

STAGE I — INITIAL EXPOSURE.

The selected text, from either the set text-book, the newspaper or a telecast ("Hello Israel"), or occasionally from a concise summary of a literary item recently dealt with, naturally focuses around a specific topic. Hence, the vocabulary "crop" will consist of items related to each other and, therefore, suitable to be dealt with in a unit.

a. Select 10 — 15 lexical items — words, phrasal verbs, idiomatic expressions etc. — pertaining to the specific topic, thus *contextualized*. Unobtrusively, stress selected items if reading out the text or bold-type if presented in writing only. (When dealing with a telecast in the upper division, e.g. "Hello Israel", selected vocabulary should have been dealt with before viewing. Thus, the telecast is a contextualization of the new items.)

b. Isolate items, explain and illustrate each item separately in a new (different) context till clear comprehension is indicated by a student's response: either a synonym or the Hebrew equivalent.

e.g. Text on: "The modern family — a social reorientation."

Vocabulary for production — selected from the Text:

throughout
conform to
composed of
hold good
variation
decline
[illegible]
[illegible]d to
consequently
pursue

as opposed to
trend
adapt to
appliances
variable
inevitable
reluctant
hence
cope with
adjust

STAGE II — REINFORCEMENT

The student has by now internalized the vocabulary at the recognition level. But we have not, as yet, reached the final goal. We now have to raise the newly acquired items to the production level. Some classes might need more steps, graded in difficulty, in the process of reinforcement. Several exercises will follow in which the student will be *recontextualizing* the new vocabulary at rising levels of difficulty. Stronger classes need not go through all the exercises.

a. Make up a new text with deletions calling for new items. The words required are supplied in a list containing more items than those to be inserted. e.g.

Fill in the blanks with suitable words from the above list. Adapt the form of the word as required in the text.

In what way is modern woman different from her great grandmother? Why is it possible for her to 1. ______________ a career and achieve self-fulfilment whereas three generations ago women were hardly aware of the problem? We are perhaps 2. ______________ to admit it, but unfortunately the traditional functions of wife and mother no longer satisfy a woman's emotional needs for position or career. 3. ______________, the modern woman is trying to assert her rights in society. Indeed, women today are 4. ____________________ the same opportunities as men in the fields of business, politics, art, science and industry. However, it is 5. ____________________ that in the process of 6. ____________________ to the new social norms, the family as a patriarchal unit will be gradually 7. ____________________. The rule that the father is the absolute, authoritative head of the family no longer 8. ____________________ Thanks to the many modern 9. ____________________ which enable smooth and easy running of the household, the modern woman has better chances of 10. ____________ ____________ difficulties in fulfilling her intellectual and emotional needs. The modern woman today enjoys equal rights with men, more financial independence and a higher self-image.

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b. Make up a new cloze — either a variation of the original text or preferably concocted to include new vocabulary — eliciting new items. In brackets, before each deletion, supply the equivalent through circumlocution or synonym and have the student insert the new item. At this stage, some production can already be demanded.

Example — again drawing on the above list:

Fill in the blanks with a suitable word or expression:

1. He had done absolutely nothing (from the beginning to the end) 1. ____________________ the whole term. It was impossible that he should pass — his failure was (sure to occur) 2. ____________________.

2. Modern woman has all sorts of (machines to make work easier) 3. ____________________ in her home. She does not have to spend too much time on household chores. (As a result) 4. ____________________, she can spend more time on (trying to follow) 5. ____________________ her interests and even make a career. Men are sometimes (unwilling, not too happy) 6. ____________________ to admit it, but there are already many fields of commerce and industry in which women (have the right to) are 7. ____________________ to the same opportunities and positions as men. Indeed, they very often (handle, deal with) 8. ____________________ difficulties better than their male colleagues. The same (is correct about) 9. ____________ ____________ in the academic field. The position of the male, as a matter of fact, is gradually (going down, weakening) 10. ____________________

Use the following words in a text of your own, not in connection with our subject. You may write either a short paragraph or single, disconnected sentences. Please underline the new word.

to conform to; variations; composed of; trend; thus.

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c. Make up a cloze calling for new items without any guidance. Example: "Women At the Guns" by Yitzhak Oked — from "Hello Israel", page 76. (The text had been handled, new vocabulary dealt with as in the stages described above — stressed, selected, explained, reinforced. The italicized items were deleted.)

Women soldiers are now filling skilled jobs in the Artillery Corps 1. *formerly* done only by male recruits. "The Post" decided to find out what 2. *attracts* women to this corps and how they feel. We spoke to two recently 3. *qualified* 19-year-old corporals who are now going to train men to become artillery soldiers. Michal and Sarit both come from "good homes", completed high school and were leaders in youth organizations.

Question: Don't you feel that you are wasting two years by teaching a military task for which you will have no practical use in 4. *civilian* life?

Answer: I decided that if I have to 5. *contribute* two years of my life to the IDF, then I did not want any personal 6. *benefits*. Sarit said that she does not like being 7. *fenced in*, she likes to be out in the open. "I also like the 8. *challenge* in teaching male soldiers."

Michal is 9. *positive* that after the 10. *initial* shock the men will not notice that a woman is training them. "The most important thing is to make them 11. *confident* that we know our stuff and pass it on to them 12. *efficiently*.

Sarit said that as military service is built on orders and 13. *regulations*, they should have no problems in 14. *controlling* a group of male soldiers. If there should be something that 15. *requires* physical strength, they would simply call upon one of the men to do it.

Use the following words in a text of your own, not connected with our subject. You may write either a short paragraph or single, disconnected sentences. Please underline the new words:
deprived of; in command; participants; endurance; exertion.

STAGE III — PRODUCTION.

Having acquired the new vocabulary, the student should now be able to produce it in speech and writing, the topic of the initial text serving as a springboard for ideas. e.g.

1. One student prepares a talk of 3–5 minutes (of the oral Bagrut type) on the given subject, to be spoken in front of group or class. He is allowed a minute to jot down his main ideas and arrange them in the order he wishes to present them. Listeners are then invited to evaluate performance and comment on use of new vocabulary. In writing, this activity is closest to the guided composition: an introduction, 3–5 paragraphs on specific aspects of the topic and a concluding paragraph.

The vocabulary the student requires is presented around the specific topic, thus falling into fields of report and dealt with as described above.

Examples:

A. Evaluation of books, films, TV programmes, serials, plays, concerts etc.

Relevant vocabulary:

a. Artistic aspect: authentic, powerful, prototype, stereotype, typical crook, ruthless villain, underdog ("sucker"), minor characters, flat characters, two-dimensional, point of view, perspective, shooting angles, zoom in etc.

b. Social relevance: set the norms, (im)moral, model of violence, (lack of) values, disintegration, demoralizing impact, harmony, devotion, momentary escape from drab reality, routine, relaxation from stress etc

c. Suggested censorship: cuts, episodes, scenes, drawn-out, redundant, dead moments, offensive to sectors (segments) of society, harmful to our national image, security dictates etc.

B. Places — description.

a. location / time (period)
b. unique features
c. personal experience — impact and recommendation

a. Relevant vocabulary: situated, leading toward, eastward (west, north etc) along the coast, beyond, rural, urban, terrain, archaeological dig, relic, historical sites, age etc. etc.

b. Relevant vocabulary: scenic beauty, uplifting (breathtaking) views, virgin soil, mountainous (desert) terrain, lush vegetation, rivers, (hot) springs, pools, lakes, valleys, (coastal) plain, (below) sea-level, plateau etc.

c. Relevant vocabulary: recommendation, worth-while, a must, not to be missed, by all means, a memory to be treasured, recall (to memory), an inspiration, awe-inspiring, a wish to return etc.

2. Two students prepare a dialogue (in speech or writing) featuring a specific function. e.g. interview, interrogation, encounter, request for and supply of information, controversial issues of topical relevance, current events etc.

3. If a subject lends itself to role-play, two students can perform in class or present on cassette.

In every case, on any topic, at every stage, the required vocabulary is supplied *within a context*, isolated, explained, reinforced, recontextualized. The ultimate goal of mastering the items on a productive level is attainable only through a systematic, tightly-controlled process of teaching and learning. A great deal of effort is demanded from the pupil. He will be more willing to co-operate when he understands the system and knows the methodological justification for every single task.

5. TEACHING VOCABULARY: THE LEXICAL PERSPECTIVE OF READING COMPREHENSION

by *Batia Laufer*, Haifa Universiry

1. The Importance of Lexis in Reading Comprehension

Both in language acquisition research and in foreign language teaching, vocabulary seems to have received insufficient attention, effort and care. In research, vocabulary was called 'a neglected aspect of language learning' (Levenston 1979, Meara 1980); in teaching, although not neglected, it has nevertheless been treated as an inferior component of language learning. It is not that words are not taught. Unlike grammar, however, they are rarely taught according to linguistic or psychological principles. Nor are they practised as persistently and systematically as grammatical structures.

1.1 A limited vocabulary is not enough

One of the reasons for this plight is the linguistic view which has influenced teaching, that language is a system of rules and language learning is the learning of these rules. "A person has 'learned' a foreign language when he has ... first, within a *limited vocabulary*, mastered the sound system ... and has, second, made the structural devices ... matters of automatic habit" (Fries 1945:3). Hence, only 'limited vocabulary' is necessary in order to function in a foreign language.

The trouble with this view is that it does not take into account a simple fact: writers of authentic texts do not write for readers with a limited vocabulary. Therefore, while it is possible to convey a simple message with a few words, it may be difficult to understand the answer to the message if it includes too many unfamiliar words, and also almost impossible to read an authentic text which is directed at a native-speaking audience. Thus, adopting the notion of limited vocabulary is dangerous in the teaching of reading since the vocabulary in the texts is far from being limited.

1.2 Guessing is related to vocabulary knowledge

Insufficient attention to vocabulary in reading can also be explained by a psychological view of the reading process as a 'psycholinguistic guessing game' (Goodman 1967) in which the reader supplies the missing information, including unfamiliar words, on the basis of the available information, i.e. everything he can understand in the text If this is indeed how one reads, then to improve reading one should be trained in various strategies for guessing unknown words. Explicit vocabulary teaching, on the other hand, is not all that essential.

It is only common sense that we do not need to understand every single word that we read. Some words are unimportant and can therefore be discarded; some will be guessed by using contextual clues (Hosenfeld 1977). The problem is, however, that very often the words cannot be guessed even by learners who have been trained in lexical guessing. This is so because some words do not have clues in context. Others have them, but the clues themselves are in words that are unknown to the learner and thus cannot be exploited. In a fairly standard post-'bagrut' text, it was found that students were able to guess 24% of unknown words (Bensoussan and Laufer 1984).

Those teachers who believe in the need to teach students how to guess unknown words from context should also believe in explicit vocabulary teaching. When vocabulary knowledge increases, attempts to guess become more successful as more and more clues become available to the learner.

1.3 Reading strategies are impeded by insufficient vocabulary

Yet another possible reason for insufficient attention to vocabulary may lie in certain principles of the communicative view of language. Since the main function of language is communication, then various strategies that help people to communicate are acceptable. These include replacing some grammatical constructions with other, simpler ones, substituting paraphrases, synonyms and approximations for difficult words, and even using non-linguistic devices like mime and gestures.

The connection between the communicative strategies mentioned above and reading strategies is not hard to perceive. The reader should penetrate the message of the text using all kinds of tactics which are supposed to make up for his limited linguistic resources in the foreign language. Strategies such as skimming, scanning, discarding the irrelevant information, picking out the main phrases and sentences, looking at the overall structure of the text, using the reader's 'knowledge of the world' have all been widely practiced by teachers of reading in most parts of the world. According to this approach, too much attention to individual words is counter-productive, as it may encourage the learner to concentrate on separate items rather than on the global meaning of the text.

Reading strategies are no doubt useful and should be taught. The question is, however, the following: how realistic is it to expect a foreign learner to apply them successfully to a text where every fifth or sixth word is unknown? How could he, for example, distinguish between the key sentences and peripheral information if some key words are unfamiliar to him? Or, how useful is it to detect, on the basis of discourse markers, what the structure of a text is — an argument, several counter-arguments, examples, synthesis of various positions and writer's conclusion — if, due to insufficient vocabulary, the learner does not understand what the argument, the counter-argument and the conclusion are?

A number of studies have investigated the relationship between the number of words understood in a text on the one hand and the quality of the comprehension of the content and implications of the text on the other. Johns (1980) claims that when more than approximately 50 per 1000 words (i.e. 5%) are unknown, perception of overall structure may be effectively blocked. Deville et al (1985) show that only when the lexical coverage of the text (the number of known words) reached 95%, was the content fully comprehended. Laufer (in preparation) came to a similar conclusion. In her study, almost all the learners with 95% or above of lexical coverage passed a reading comprehension test. Lower lexical coverage (understanding less than 95% of the text lexis) was associated with unsatisfactory more often than satisfactory reading comprehension, that is: a significantly higher number of students failed the reading comprehension test than passed it. The above studies suggest that there seems to be a 'threshold' of vocabulary knowledge beneath which other facilitating factors in reading such as grammatical and lexical clues, 'knowledge of the world', or various reading strategies may not be very effective.

1.4 The goal figure for vocabulary — over 5,000

The results of the inferior status of vocabulary are not surprising. Many high-school graduates who have embarked on further studies have been finding out that the gap between the amount of lexis they possess and the amount they need to understand an authentic text is very often so wide that the activity of reading becomes not a guessing game but wandering in the dark. Some figures will illustrate the claim.

Studies on how much receptive vocabulary is needed for reading comprehension suggest that the goal figure should be 7,000 (Lado 1964; Carroll et al 1971), more than 5,000 (Schouten Van-Parreren and Van-Parreren 1979), almost 10,000 (Groot and Hoekstra 1981) (the above studies are referred to in Kelly 1985). These figures do not even come close to one fifth of the moderate native speaker's reading vocabulary which is considered to be higher than 50,000 (Nuttall 1982).[1]

The amount of vocabulary that is actually known by the learner is considerably lower. In Israel, a good high-school graduate should have a command of up to 3,000 words (personal communication, Ministry of Education). Even though no studies have been carried out to check whether this is indeed the case, nevertheless, judging from the experience of University teachers, the number seems to be lower for the majority of students. Whether this is due to the time gap between leaving school and starting University or other reasons, the 3,000 words, or less, are hardly sufficient for reading authentic material. But by comparison with some other countries, a knowledge of 3,000 words is quite an achievement. Indonesian graduates are reported to have a passive vocabulary of 900–1,000 words (Quin 1970), Chinese — 1,200 (Shui-Chun 1982), Malaysian — 1,000 words (Criper 1981), Nepalese — 500 to 750 (Davies et al 1984), Tanzanian 1,700 (Criper and Dodd 1984).

It may be possible for high school graduates in the above countries to get their meaning across when talking about simple matters. But limited as their lexical knowledge is, it becomes inadequate for the understanding of complex written material.

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[1] Even though the estimates of vocabulary do not all specify how they treat polysemes, idioms or derivation, they do suggest, however, that the number of words aimed at in schools should be higher than it is at present.

1.5 Part I — Summary

The discussion in 1.1–1.3 is not meant to criticize the structuralist view of language, the psychological approach to reading, or communicative language teaching. No one would deny that language learners must acquire the system of rules; that in reading, some information can be filled out by the reader even when some words are unknown; and that it is extremely important to be able to get the message across and also get it out of a text. My intention so far has been to show how the above approaches, when not used judiciously, can result in an unfavourable attitude to vocabulary learning and teaching, and how counter-productive this may be in the teaching of reading for the following reasons: a) authentic texts are not written for readers with limited vocabulary; b) lexical guessing is closely related to lexical knowledge: the better the latter, the more efficient the former; c) reading strategies will not operate beneath the lexical threshold, which seems to be 95% of the text-lexis; d) to achieve a lexical coverage of 95% in most texts, the reader would need to have no less than 5,000 words at his disposal.

2. Some Pedagogical Implications

Having argued for the importance of vocabulary in reading, let me now turn to some pedagogical implications of the claim that vocabulary expansion is essential for the teaching of reading.

It is beyond the scope and purpose of this paper to discuss detailed techniques of teaching vocabulary (for suggestions on vocabulary exercises see, for example, Wallace 1982; Allen 1984). However, I would like to dwell upon three pedagogical principles which do not seem to have received due care in teaching materials. These are: special attention to 'pseudofamiliar words', reactivation of familiar words and rewarding the lexical richness of the learner.

2.1 Pseudofamiliar words

A word can be regarded as 'pseudofamiliar' when the learner thinks that he understands it but in fact does not. For example, some of my students interpreted 'outline' as מחוץ לשורה (out of the line), 'infallible' as שלא יכול ליפול (that cannot fall down), 'embrace' as להביך (embarrass), 'an abstract of an article' as מופשט (something abstract about an article), etc.

Such words are greater pitfalls in reading than one may assume. While unfamiliar words can hamper comprehension, the pseudofamiliar ones can seriously mislead it. When the learner has recognized the word as unfamiliar he may decide to look it up in the dictionary, ask someone for its meaning, or try to guess it from the context. But in the case of the pseudofamiliar words, the learner is unaware of his ignorance.

The word looks familiar, its meaning is 'recognized', applied in the interpretation of the text and is sometimes even used as a clue in guessing unknown words.

Here are some examples of misinterpreted sentences from Laufer and Sim (1985). The original sentence was:

> "This nurturing behavior, this fending for females and children instead of leaving them to fend for themselves, as the Primates do, may take many different forms".
>
> 'nurturing' was confused with 'natural'; 'fending' — with 'finding'; 'leaving' with 'living'.
>
> The result was the following misinterpretation:
>
> "Instead of living natural life, natural behavior, females and children find many different forms of life".

'The Primates' have conveniently disappeared from the sentence and the syntax has been changed to suit the reader's own idea of what the sentence should mean. Here is another example from the same source. The original sentence was:

> "The young male learns that when he grows up, one of the things he must do in order to be a full member of society, is to provide food for some female and her young".
>
> 'provide' was confused with 'prevent'.
>
> Thus, in the learner's reading of the sentence, the male *prevented* food from females and children, which is the exact opposite of what the text said.

In the same study it became apparent that words were the main landmarks in interpretation. Often, when an interpretation was figured out on the basis of lexical knowledge, or 'pseudoknowledge', it was not abandoned willingly even when syntactic or discourse clues pointed to a possibility of an error.

2.1.1. Pseudofamiliar words can be classified into several categories. The first category includes *words with a deceptive morphological structure*. These are words which look as if they are constructed of free and bound morphemes, but in fact are not. 'Outline' is a case in point. The word is not constructed of 'out' and 'line'; however, a learner who knows that word morphology can help with detecting the meaning of a word, as in 'un-avoid-able', will easily fall into the trap of applying morphological dissection where inappropriate. Additional examples of the same type of error are: 'discourse' translated as (against the direction), 'nevertheless' translated as (never less), 'falsities' — (falling cities).

2.1.2. The logic behind the misinterpretation of *idiomatic expressions* is similar to that of words with a deceptive morphological structure. Just as the meaning of a word is not necessarily the sum of the meanings of its parts, so the meaning of an expression is not the sum of meanings of the words in it. Learners will often tend to dissect an idiomatic expression into its components and assign literal meaning to each one of them. Some examples of idioms which were taken literally are: 'out of hand', 'keep it under one's hat', 'boil down to', 'out of the question', 'take for a ride', etc. Each component of the above idioms was familiar to my students; therefore they did not suspect any special complication, the idioms thus being pseudofamiliar.

2.1.3. '*False friends*' are well-known traps. The reason is precisely the same as in the two cases mentioned above, in 2.1.1. and in 2.1.2. The words look familiar. This time, the familiarity consists of similarity of form to the mother-tongue. An extended list of 'false friends' can be found in Shlesinger (1986). Among the most common ones are 'sympathetic', which is not סימפטי; 'tramp', which is not טרמפ; 'protocol', which is not פרוטוקול; and 'actual', which is not אקטואלי.

2.1.4. *Words with multiple meanings* are misleading when the learner is not aware of the fact that the word is a polyseme/homonym, i.e. has several meanings. Once he has acquired one meaning of a word he will very often cling to it even if the word means something else in a given context. A sentence like 'Since he worked hard people like him' translated into מאז שהוא עבד קשה, אנשים אהבו אותו, is among the most familiar ones to the teachers of reading comprehension even at University level. Some other examples of problematic words with multiple meanings are: 'while', 'concerned', 'state', 'abstract', 'comprehend'. Unbelievable as it may sound, even 'lie' was misinterpreted by a student of mine as 'לשכב' in a title of an article "How to lie with Statistics".

2.1.5. By far the largest group of pseudofamiliar words is the group of '*synforms*' — words with similar form. The form may be phonological (e.g. 'cute/acute', 'valuable/available', 'simulate/stimulate', 'price/prize'); graphic (e.g. 'expect/except', 'expert/excerpt'); morphological (e.g. 'considerable/considerate', 'industrial/industrious', 'economic/economical') (For a detailed study of 'synforms', see Laufer 1985).

Since the types of words discussed in 2.1 are serious troublemakers in comprehension, it may be beneficial to practise the different meanings of polysemes/homonyms, to distinguish between synforms, to draw the learner's attention to the impossibility of breaking down idioms and morphologically deceptive words into their components and finally to dissimilarities between 'false friends'. It is plausible that this kind of practice will develop both the learner's awareness of the existence of words which are not what they seem to be and his consequent caution in the interpretation of allegedly familiar words.

2.2 Reactivation

Whatever means are used to introduce and explain new words and whatever exercises are chosen for their practice, many words will be forgotten later on and many others remembered only vaguely. The problem is not as serious with elementary and intermediate learners. Words designating objects around us, everyday activities, familiar events, basic concepts and the like, keep reappearing in different contexts, both in the teacher's speech and in written materials.

The 'explosion' of vocabulary occurs at a more advanced stage. Advanced learners are exposed to a much larger amount of new vocabulary in a shorter period of time. Moreover, many of the new words are not all that frequent in everyday use as those at the beginning and intermediate stages. Therefore it is quite easy to forget them, especially when more new words have to be learnt.

A good way of ensuring better retention of the words in memory is their reactivation, i.e. recurrent practice, especially shortly after initial learning, since that is when most forgetting was found to occur. Pimsleur (1967) developed a so-called 'memory schedule', which, he claims, is best for fixing words in memory. The learner should be reminded of the new word shortly after its presentation, about 5 seconds. The next interval may need to come $5^2 = 25$ seconds later, the next on $5^3 = 125$ seconds later, and so on. Each time the memory is 'boosted' it retains its strength longer than the time before. Even though it is hard to implement this schedule in a regular lesson, setting the principle of 'memory boosting' is of utmost importance and can certainly be carried out (though not in 5^n second intervals).

A simple, quick and easy-to-construct exercise to practise previously learnt words is to present the class with a list of these words every once in a while and ask the learners to translate or paraphrase them. This is nothing new. Quite the contrary. This is the most old-fashioned, simplistic, artificial, unimaginative and uncommunicative vocabulary exercise. It is for these reasons that most teachers today would be reluctant to use it. *However, evidence from research on vocabulary learning shows that words taught and practised by pairing the foreign word with its translation are retained very well, in large quantities and over long periods of time* (Seilbert 1930; Esser 1980; Nation 1982 (for a review of research). Thus, as far as efficiency of the method is concerned, teachers need not have a guilty conscience about using word lists.

Those who regard the list method as unacceptable may consider another suggestion: teacher-made texts which would include a large number of words learnt in the previous weeks. The texts could be treated as any other piece of reading; this time, however, the vocabulary would not be new. Or, words could be deleted from the text turning it into a rational-cloze exercise. Producing a well-constructed text on an interesting subject, incorporating words many of which were originally disconnected subjectwise is a hard task for the teacher. Yet the value of such an exercise in terms of memory boosting may outweigh the difficulties involved in its production.

Yet another way to reactivate familiar vocabulary is a paraphrase exercise: on-the-spot paraphrase or one prepared in advance. In an on-the-spot paraphrase, the teacher asks the student to express whatever he says in the class in different words, thus eliciting the target words the teacher has in mind. The prepared-in-advance paraphrase is an exercise in which the learner is required to rephrase the sentences prepared by the teacher. The wording of these sentences may be simple and the target words which have to be supplied by the learner may be more difficult (less frequent, more restricted in meaning, etc.); or the sentences may include some previously-learnt difficult words and the paraphrase is intended to show whether the learner has understood them. Translation into Hebrew can serve a similar purpose.

Whatever the method chosen, reactivation of previously learnt words is certainly a determining factor in the retention of these words.

2.3 Rewarding lexical richness

One of the factors which may counteract lexical expansion of fairly advanced students is lack of sufficient incentive to use rich vocabulary. If the learner's main goal in learning English is basic communication then advanced vocabulary is not very necessary to get most messages across. A good 10th grader can already communicate with whatever lexis he possesses.

If the learner's goal is a passing or a good grade in school, then vocabulary expansion is not the foremost contributor to it. Grades are usually raised or lowered mainly on the basis of correctness. The learner soon discovers that his written answer or essay may receive full credit if expressed in simple words with no errors in grammar and spelling. Why then learn and use more sophisticated words which may lead to errors in use and spelling? If, in addition to accuracy, fluency in spoken language is rewarded then it is easier to be fluent using words that come to mind immediately and use them repeatedly. Trying to replace a word that was used once with a different word with the same meaning or trying to express shades of meaning, will require time to retrieve the appropriate words from memory and to formulate the message with them. Correctness will not necessarily gain from such effort, and fluency will be impeded. Therefore, even though new words are continually met in reading, it may not be in the learner's interest to try and use them in his expression once he has learnt how to express himself correctly without them. The trouble is that when not used, words have a smaller chance of being recognized correctly later on.

An effective way of encouraging the use of varied lexis can be taking lexical richness into consideration when grading the learner's performance. If the learner knows that his efforts to use a large variety of words will be rewarded (even if some errors of collocation or spelling occur), it may become worth his while to work on his lexis more seriously.

2.4 Part 2 — summary

In the second part of this paper, some practical suggestions were made which may be beneficial in the process of expanding the learner's vocabulary. These were: developing the learner's awareness of pseudofamiliar words, reactivation of the previously-learnt words and rewarding lexical richness in the learner's performance. Even though the main concern here is the lexis in reading, reactivation includes practice of words both in comprehension and production while lexical richness refers to production only. Still, they are not irrelevant to reading. The active use of vocabulary reinforces retention of words and their retrieval from memory when met in the next reading passage.

3. Summary

The paper has pleaded a case for the development of vocabulary, which is argued to be a crucial factor in reading comprehension. Empirical evidence suggests that not only is it necessary to possess over 5,000 words in order to understand authentic texts, but also that vocabulary growth improves the efficiency of reading strategies in general and lexical guessing in particular.

Comprehension is considered to be more effective if the students are aware of the trap of pseudofamiliar words. Expansion of vocabulary is claimed to be considerably aided by reactivating the previously learnt words and rewarding learners who have conquered a rich lexicon.

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TEACHING VOCABULARY:
6. VOCABULARY—CONSOLIDATION THROUGH CLUSTERS

by *Ruth Wajnryb*, University of New South Wales

Introduction

Many language learners perceive language learning as the activity of accruing lots of English words — the more English words they know, the more English they know, or so goes the myth. While many teachers would dispute this (on grounds such as knowing a word means knowing how to use it both accurately and appropriately), there is still some truth in it. The fact is you *can't* get by without words, no matter how sharp all your other communicative tools.

This article deals with one small technique in the arsenal of teaching vocabulary — specifically, the use of clusters to consolidate vocabulary learning. Its value, however, extends beyond the confines of the technique *per se*. As will shortly be shown, the technique illustrates many of the important tenets of vocabulary teaching as a whole, and because of this it should prove of wider interest. For example, the technique focuses as much on vocabulary *retention* as on vocabulary expansion, for I feel quite strongly that we should be doing as much about preventing word loss as we do about establishing word gain. In Dorothy Brown's words (1) we should be making efforts to avoid the erosion of "the cave of forgetting," as much as we do to construct the "hill of development".

Vocabulary Clusters

Now for the cluster technique itself. At the end of a recent lesson, the central feature of which happened to be story-telling, I asked each member of the class (adult migrants, low intermediate level) to tell me one word each that they had learned that lesson. After some reflection time, they each called out their word, and I put them up on the blackboard in random "brainstorm" fashion.

The words the students came up with emerged from different parts of the foregoing lesson — from the pre-teaching phase, the story itself, and the tasks and activities in which they had engaged after the story had been told.

I then asked each student to select one word from those on the board. It could be the one they had offered in the first place or not; it didn't matter. Having chosen one, they were to put a large circle round it, and then inside the circle to write three *other* words that in some way connected to the central word, so creating a *cluster*. After each student had completed their cluster, they individually called them out to the teacher who circled the word on the board and wrote in the cluster as dictated by the learner. After a while the blackboard looked like a series of "bubbles".

In each case the learner explains the link that transforms a group of words into a cluster. In the case of *decide — get married, children, Australia*, the learner said "These are all things I have to decide about."

Gradually, then, the whole class worked its way — one could say, perhaps, "learned its way" — through the clusters of all the individual students. This stage of the lesson could be extended, depending on how far the teacher is prepared to take each cluster or in what direction the lesson veers. (Some lesson variations are mentioned towards the end of this article.)

The Value

Why is this technique valuable? It is so for a number of reasons:

- The learner has a further exposure to language items already "learned", thereby *consolidating* previous knowledge.
- The consolidation is firmly embedded in a *context* — specifically, that which the cluster generates.
- The context generated may be *different* from that in which first exposure to the word occurred. In this way learners perceive that words may *change* their meaning depending on their context and the user's intention.

- *New* words are often learned here — in a class of 10 students, there will be 30 items added to the board. Probability says some of these will be new items for someone, sometime.
- Much of the learning is *peer-generated*: the learners are quite clearly learning from each other. This takes the focus *off* the teacher and puts it *on* the learner. This inevitably reduces teacher-talking-time. In addition, it heightens learner awareness that student-student interaction is a valid alternative to teacher-student interaction and a source of learning in itself.
- Often two students will deal with the same item of vocabulary but produce totally different clusters. Or, in other cases, produce very similar clusters. In both events, the contrast or similarity generates *spontaneous interaction* among the students.
- Related to the above point is the overriding factor of *motivation*. When learners offer up their clusters, they are in effect offering up bits of themselves, so to speak. The offering constitutes what Stevick calls an "investment" (2) and the investment commits the learner to working towards his/her "yield" — that is, the "revenue" from the investment, or in simple pedagogic terms, the knowledge gained.
- Often a learner has *mislearned* a word in the first exposure and this technique highlights the misconception. For example, one student of mine was mixing up *mediate* with *meditate* and the cluster technique allowed the teacher not only to see the confusion, but to *diagnose* that the problem was semantic rather than phonological. The technique thereby provides the teacher with a window on *receptive* error, which is always much harder to identify than the productive variety.
- Occasionally the task of creating a cluster generates learning through *teacher input*. One student was looking in vain for a word that means "*cannot be understood*" and was delighted to be given "incomprehensible" on a platter, as it were. This is very localized needs-based learning.
- One less obvious (though no less worthy) benefit of this technique is that it does *not* require the learner to give definitions for words. Providing definitions is a high-level skill that we too often wrongly demand of second language learners. Clearly, being able to *use* a word accurately and appropriately is very different from furnishing a definition for it; and while most of our learners require the former skill, very few do the latter.
- Finally, the technique has the advantage of *activating passive knowledge* and bringing it to the fore of the student's attention. When dormant language is thus deployed, it surely widens the scope of the learner's "word reservoir". Furthermore, from a psychological point of view, learners find out to their pleasure that they know *more* than they thought they did. A nice boost, especially when unexpected, to the affective domain never went astray in the language learning classroom.

Variations

Every teacher will of course find his or her own way of exploiting a technique to its best advantage. There are many possible variations here.

- It could be used as a lead-in to a lesson, rather than the final phase, dealing with words *recently* learned rather than just learned.
- It could use *pair work* rather than individual work for the initial creation of the clusters. This would establish student — student interaction from the very outset.
- As the clusters are put up on the board, they each could be *broadened* by calling for further contributions from the class. In this way, a cluster of 3 words added to the central one could become 6 through class collaboration.
- Another variation could involve *"cross-cluster" connections* being made in the feedback stage, thereby broadening even further the exploitation of language items being learned.
- Modifications taking into account the age, level and needs of the learners would automatically be built into any variation used.

In Conclusion

The field of language learning seems to have an amazing potential for generating myths — both "learner" myths as well as "teacher" myths. How much truth resides in what myth is indeed an open question. The small technique outlined in this article in which language items are explored and exploited through vocabulary clusters has one other advantage apart from those mentioned earlier. It quite harmoniously blends one learner myth with one teacher myth: the learners get the words they cherish so dearly while the teacher has them learned in terms of the current context-oriented, task-based, learner-focussed, interactive and communicative vogues of language teaching.

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NEWSPAPERS IN THE ENGLISH CLASSROOM, STRESSING SOCIO-LINGUISTIC COMMUNICATIVE COMPETENCE IN AN AUTHENTIC FRAMEWORK

by *Natalie Hess*, Gimnasia Ivrit, Jerusalem

Today perhaps more than ever,the English teacher in searching for material which will enlarge pupils' communicative competence, and so focuses on the authentic and relevant. As such, hardly any text can surpass the current English language newspaper.

The activities described on the following pages were part of a unit taught in an upper level 12th grade class, using *The Jerusalem Post* weekend edition as a text. However, most of the activities can easily be adjusted and adapted to the use of newspapers at any stage of foreign language acquisition. The first lesson of the unit was dedicated to general conversation about why newspapers are read together with skimming and scanning activities.

Activity I — The Discussion

The discussion was triggered by dictating the following words to the pupils: "For many pupils a newspaper is _____________." Pupils were then given 3–5 minutes to complete this sentence in any way they wished and asked to share the completed version with the person sitting next to them. Feedback was asked for. Some of the more memorable sentences received were:

1) For many people a newspaper is something to wrap your fish in.
2) _____________ habit-forming.
3) _____________the lonely man's friend.
4) _____________everyman's university.
5) _____________like their morning cup of coffee.
6) _____________the only source of information.
7) _____________something that tells you what to think.
8) _____________a meeting with the world.
9) _____________a dialogue with the rich and famous.
10) _____________the thing that wakes you up in the morning.

Listening to several sentences is enough to create stimulus for a good discussion on why we read newspapers. Usually, the class discovers, it is not to get the news. The news is delivered to us instantly and electronically. Yet, here in Israel we are inveterate newspaper readers. Some of us awaken with "Ha'aretz": can't finish the day without our favorite in "Ma'ariv". We read "Yediot" for the fun of it, and "The Jerusalem Post" for our English. The "why" of all this brings out constructive discussion of a "non-trivial" nature and moves us right into our next set of skimming and scanning activities (this by the way, being the normal way of the world. A typical newspaper reader who purchases a copy of a paper in his own language usually begins by simply leafing through it to see what there is), the first one being that of classification.

Activity II — Classification

The pupils are asked in pairs to find as many different subdivisions as possible in the paper. They come up with editorials and opinion pages, headlines, film reviews, book reviews, advertisements, feature interest articles, human interest stories, local news, national news, international news, agony columns, classifieds and so on. The whole time, page numbers are given together with brief comments and introduction of vocabulary items to be drilled later.

Activity III — Let's Count

In groups of four, the class is asked to find *as many articles as possible* on certain subjects. These are areas of interest which might show up at any time in any given newspaper. For example, the topics might be: (1) Economics; (2) Human Interest (explanation and discussion needed); (3) The U.S.A.; (4) The Arab World; (5) Education; (6) Politics; (7) Human Rights (explanation and discussion needed).

The teacher will have scanned the paper previously and ascertained the most prevalently-appearing topics, but it should be pointed out that topics such as the above almost always make their appearance in our daily press, and can thus be dictated to the class with equanimity. The pupils are asked to simply spot as many articles as possible on these subjects and to jot down the headline and page number of the article. In the feedback session, the group with the largest number of articles on a given topic reports on its findings. Since the same group will usually not find the greatest number of articles in each field of interest, the opportunity to be first goes around the class. Pupils soon discover that group cooperation works since groups which have divided up the job of "who finds what" among their numbers see that they quickly gain results.

Activity IV — Treasure Hunt

This is another scanning group activity. After "Let's Count" has been completed, pupils have a feel for the paper and the time has come to let them look for specific items, just as newspaper readers often do. The teacher now dictates 10 very specific questions, the answers to which may be found anywhere in the newspaper; under pictures, in advertisements, in headlines, in letters to the editor, or even deep within a feature article. The answers to the questions should be short, specific and accurate. The aim is to scan reading material quickly for specific information. Questions might be such as:

(1) Why is Sara Lasking unemployed?
(2) What is the cheapest way to get to London this month?
(3) Who will win Japan's next election?

The group that gets all answers first calls out, "Yes." It is definitely a contest.

In the second part of "Treasure Hunt," each group is given an index card on which the group composes its own treasure-hunt questions. As soon as they have made up ten, the question format is checked by the teacher and then passed on to the next group which tries to find the answers, but not before they have made out their own questions, had them checked by the teacher and passed on to the next group. During the feedback session, a great deal of "asking question" exercising is accomplished, and the entire class becomes superficially familiarized with almost the entire content of the newspaper.

Active V — "How I Fit In"

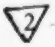
The previous four activities are usually covered in the first two-hour introductory newspaper lesson. The fifth activity is therefore the first newspaper homework assignment. Readers should bear in mind that pupils have at this point become fairly familiar with the contents. The assignment is to choose as article which is of *personal interest* to either the pupil himself or to a member of his family. Pupils are to summarize the article and explain how it was of personal relevance to him or someone close to him. During class time, pupils in groups of four listen to each other's reports and a spokesman from each group chooses one particular article in the group — preferably not his own — to report on.

The aim of this activity is again that of stressing normal newspaper reading practices. All of us, when looking at a paper, automatically first look at that which is relevant or interesting for us personally, even though it may not be the most newsworthy. The class group-work also provides a social opportunity for sharing, as well as practice in sociolinguistic competence.

Activity VI — "The Triangle"

In order to show pupils that a news story is written differently from an imaginative fiction story, these two triangles are drawn on the blackboard.

— Fiction



— News Article

A fictional story begins by giving a bit of information which scratches the reader's imagination, arouses his interest and motivates his continued reading of the story, and gradually more details are revealed until we reach the broad plot structure.

In a news article the idea is reversed. It is assumed that readers of the news are not out to be entertained, but that they simply want information. Therefore we begin with the broad base. The journalist first gives us all the important facts. If we find these of interest or importance to us, we continue reading for the less important details.

The first few sentences of any news article usually answer the questions Who? When? Where? Why? and How? Sometimes even the headlines answer these questions.

During our second newspaper lesson we first analyze headlines and opening sentences of articles. Next, I give pupils in groups of four brief written summaries of several articles and ask them to find the headlines.

The activities described below can be used at any time during the two weeks when the newspaper is being studied. Some are very suitable for homework. Others will, for obvious reasons, lend themselves better to class work.

Activity VII — What's the Purpose?

Pupils are asked to divide their paper into four columns headed "Information", "Instruction", "News", and "Entertainment". Each row is requested to find articles dealing with one of the areas, and a blackboard chart is compiled.

Activity VIII — The Jigsaw

A long feature article is studied using the Jigsaw technique as follows:

1) The article is divded into four sections: A, B, C, D.
2) Each row of pupils is asked to read one section only. Pupils read these sections individually, each pupil summarizing his own section. Prior to the reading, difficult vocabulary items can be presented on the blackboard and explained.
3) Pupils in fours sit with others who have read the same section and compare summaries, and a group summary is written. These groups become the expert groups.

At this stage the lesson usually ends and pupils are asked to study the group summary at home, making sure that they are satisfied with it and learning to present it to someone who does not know the contents of this part of the article and will have to be tested on it.

4) The following lesson pupils are asked to sit in groups consisting of representatives from columns A, B, C, D. In these groups each section is shared and *peer-taught*.
5) As a follow-up, pupils are asked to re-read their own section, looking in it for a sentence which in some way attracts them. It may be especially well written, or provocative, or interesting, or annoying. They read these individual sentences to each other, explaining their choice (this being an extra reading comprehension, summary as well as conversational techniques).
6) Pupils then return to their original group where each person presents his chosen sentence. It is interesting to see if pupils who have read the same section choose the same or different sentences. The contents of the entire article are now briefly re-hashed. And the entire technique is reviewed on the blackboard by asking pupils, "What have we done?".

This "going-back stage", so to speak sharing the lesson plan with the pupils, is an important step. Pupils should be made aware of the fact that they have read, written, talked and listened, taught and been taught by each other. Vocabulary items from the entire article may now be reviewed and if the teacher so wishes, a test on the article may be given the following lesson. The entire process usually takes 3–4 lessons.

Activity IX — Opinions

Pupils are asked to find articles expressing opinions and argue *against* these, learning the important lesson that there are two sides to every story.

Articles dealing with topics which lend themselves to discussion are found and pupils in pairs role-play readers on both sides of the issue.

Activity X — Write the Headline

Pupils are given articles cut out at random from a newspaper which they at the time are *not* reading, and are asked to compose a headline. Prior to this activity headline language will have been discussed. After having written their own headlines and presenting them to the class, they will be shown the real headlines for comparison and contrast with their own. The real headlines may be placed on a table or glued to a poster, and pupils can be asked not only to find their own headline, but also those of other pupils.

Activity XI — You Write the Article

This is the flip side coin to the "writing the headline exercise." This time pupils are given the headlines and asked to write the article. The first sentence stressing again the Who? Where? When? Why? How? — these being of the most importance.

Activity XII — Who Belongs to Whom

A mix-and-match of the two previous activities where some pupils have been given headlines and others articles — they are asked to walk around the room finding each other. Recommended only to teachers with a tolerance for noise.

Activity XIII — What Are You Thinking About?

This is an activity for pair work. Two pupils spread a newspaper between them. They quietly look over the spread-out double page, each one of them choosing an article of interest to him without telling his partner about the choice. The partner must now ask questions to elicit the answer of which article was read by his fellow pupil. Only ten questions are allowed. After the answers have been found or the questions used up, pupils explain to their partners the reason for their particular choice.

Activity XIV — Letters to the Editor

The activity begins by a class discussion on the purpose and importance of this particular feature of the newspaper. Pupils read the letters and choose one to answer. At home pupils write a letter to the editor regarding any article from the newspaper read in class, or regarding a topic of interest to them, or about school life. Pupils can also be asked to bring in a "Letter to the Editor" from the Hebrew Press and translate it into English.

Activity XV — Want Ads
Pupils are asked to find a want ad and answer it.

Activity XVI — Advertisements
Advertisers over the years have followed tried and true strategies of appealing to the buying instincts of readers. Some of the more frequent forms of appeal used are: (1) The appeal to our desire to save money; (2) Our desire to belong to an ideal family; (3) Our desire to "be in" or belong; (4) Snob appeal; (5) Sex appeal; (6) The tendency of some people to do what they are told to do (thus ads like Go! Do! See! Buy!).

After these various forms of appeal have been presented, and perhaps colorful examples from magazines shown to illustrate, pupils might suggest other forms of appeal. Pupils are then asked to look through their newspapers trying to find as many forms of appeal as possible. This may be done either individually or in group work. For homework, pupils may be asked to find an ad which particularly appeals to them and explain why. Or, they may be asked to find an advertisement which they find offensive and be asked to explain why.

Activity XII — Cryptic Ads
The teacher will make a collection of attractive pictures from advertisements, in each case cutting away the item actually being sold. For example, an advertisement selling contact lenses features a smiling woman who proclaims, "I was afraid to wear contact lenses until I discovered X product." In such a case, we leave in our picture only the smiling woman with the motto "I was afraid to wear_____________."

Step A: Pupils in groups of four are given a cryptic ad picture. They are asked to decide what they think the ad is trying to sell and why they reached this conclusion.

Step B: Group reports are heard and commented on — pictures are shown to the whole class.

Step C (to be omitted in weaker classes): Groups are asked to compose slogans, jingles, songs, poems or playlets which will sell their products, and these are listened to.

Step D: The real cut-out slogans are spread out on the floor in front of the class or glued with tape to the blackboard. Pupils are asked to find the slogan which accompanied their picture and compare it with their own creative efforts.

Step E: For homework, pupils are asked to find their own cryptic ads which in the following lesson they will share with their partners.

Activity XIII — Which Book or Movie?
Pupils are asked to read the movie review or book review section and write about a movie they would choose to see or book they would want to read as a result of the recommendations of the reviewer. Has the reviewer influenced them? How? Why?

They can then be asked to write a positive book review or a negative movie revie

There ought to be a class discussion on the function and duty of newspaper critics and reviewers. Is their role an essential one? Are they too powerful as opinion swayers?

Activity XIV — The Cartoons

Pupils might write words to "Ferdinand." They may discuss the role of the cartoonist as a social commentator and bring in their own favorite cartoons to be shared with the class. Those who are artistic may draw cartoons which deal with school life. These, of course, should later be prominently displayed.

Activity XV — Composing a Class Newspaper

The class is divided into four groups. These may be the rows in which the pupils sit. Each group becomes a publishing house which during the two hour time stretch to follow will produce a newspaper. Each publishing house must have an editor, a graphic artist and several reporters and copy writers. A name must be created for the newspaper.

About three or four required topics are given by the teacher. These may be an interview with the school principal, an interview with the school janitor, something of national news, and the latest school sensation. Everything else is left to the pupils. The papers may include riddles, jokes, sayings. In fact, anything of interest.

The teacher will want to collect 4 newspapers at the end of this two hour session.

The teacher will provide some "construction paper" (Bristol), and bring a stapler and perhaps some old magazines from which illustrations may be cut out and ideas gleaned.

The paper will be marked as a group effort and unless someone in the group complains about lack of cooperation on the part of other group members, each member of the newspaper staff will be given the same mark — a good way to boost cooperative learning and sociolinguistic competence.

Activity XVI — The Visit

As a final treat, the class may be taken for a visit to *The Jerusalem Post* office, where they will be given the history of Israel's English language newspaper, and actually see how such a paper is printed and published.

Teachers will no doubt add of their own creative store to these activities as they discover the teaching potential of the newspaper as a tool for fostering communicative, pragmatic, and linguistic competence in a non-trivial, educational, relevant and authentic context.

USING THE NEWSPAPER IN THE CLASSROOM

A Check List for Intermediate and Advanced Classes

by *Michael Toben*, Bar-Ilan University

(Paper presented at the Jerusalem International TEFL Conference, 1985)

a) Vocabulary Building

Intermediate Level

1. Word Search Game: divide the class into subject areas, e.g. health, weather, space, atomic energy, etc.; each group must try to find 20 words belonging to the subject area from the newspaper.
2. Locate information: find the answer to the 6 W's (who, what, where, when, why, how) in the top story.
3. Bulletin-Board: divide the board into 4–5 sections, e.g. sport, politics, economics, fashion, etc. Pupils clip pictures and words from the newspaper onto the board according to the sections.
4. Locate Words: identify (e.g. synonyms) in a feature story according to a list prepared by the teacher.
5. Descriptive words: the teacher blanks out descriptive words in an article and posts the list in alphabetical order. Pupils, working in groups, have to put the words back into the article.
6. Advertisements:

   a) specialized words — pupils read classified ads and list words that describe, e.g. people, cars, food, etc.

   b) locate information — using the classified ads, e.g. choose a job, furnish your apartment, buy a gift, etc.

   c) persuasive phrases — locate phrases of persuasive (non-factual) nature from large ads.

   d) the shopping list — using the supermarket ads, make a shopping list for a long week-end.

Advanced Level

1. Locate words: using editorials (for-and-against type); ask pupils to make a list of antonyms.
2. Dictionary practice: pupils prepare a list of words according to subject interest, e.g. sport, politics, finance, etc., based on articles and then write up dictionary definitions of the listed words.
3. Homonyms: discuss multiple meanings of language of the headlines.
4. Figurative language: rewrite figurative headline in normal English.
5. Locate information: The Scavenger Hunt, e.g. find the cheapest car, the youngest bride, the name of the program at 3 p.m. on channel A (radio), etc.

b) Reading Comprehension

Intermediate Level

1. Locate Information: pupils label the 6 W's of the lead story and list them.
2. Pronunciation: pupils make a dramatic reading of the top news stories on tape after carefully preparing the pronunciation and intonation.
3. Locate information: pupils underline the answers to a set of questions prepared by the teacher, based on not-so-obvious facts.
4. Sequence: pupils read an article and then prepare a diary or timetable of events, or the teacher cuts up the text of a story and the pupils have to arrange it in the correct sequence.
5. Skimming: A search-and-find activity. The teacher lists a number of subjects and the pupils have to find where they are discussed in the newspaper.
6. Sequence: pupils make a historical scrapbook of a story as the events occur, e.g. Olympics, a strike, a crisis, etc.
7. Identify main ideas: pupils underline key sentences of a factual statements from an article selected by a pupil.
8. Fact-opinion: pupils copy key sentences and add (F) fact or (O) opinion after each sentence from a news story selected by the teacher.
9. Fact-opinion: pupils read the editorial and mark in blue the facts and in green the opinions.
10. Descriptive Language: pupils list as many examples as possible of the following kinds of headlines: descriptive, sensational, nationalistic, emotional, misleading, insensitive, or any kind they can identify.
11. Bulletin Board: divide the board up into typical newspaper sections or areas of interest and pupils pin up articles of their choice that they have found interesting.
12. Advertising: pupil, playing the part of an employer, must find the best candidate from 'Jobs Wanted' and explain his choice orally or in writing.

Advanced Level

1. Main Idea: the teacher writes a well-known saying or statement on the board, pupils look for a story that supports, illustrates, contradicts it, e.g. "Man is helpless before Nature".
2. Priorities: the teacher selects 10 news stories and has the pupils put them in order of importance and then the pupils have to explain the reasons behind the ranking.
3. Relevant information: pupils have to locate items relevant to issues, e.g. freedom of the press, pollution, human rights, etc.
4. Style: pupils suggest probable readers based on style (and content) of various articles and different newspapers.
5. Advertisements: the teacher cuts out brand names of well-known products, pupils must select the brand names on the basis of the text of the advertisement.

c) Oral Communication

Intermediate Level

1. Reports: pupils report orally on stories they have found interesting.
2. Topical issues: the teacher leads class discussion of topical issues in the light of the newspaper coverage.
3. Fact and opinion: the class reads a feature story, and then pupils identify and discuss what they think are facts, opinions and persuasive arguments.
4. Questions: the teacher prepares a questionnaire about topical news stories concerning opinions and feelings and pupils then interview each other (the results can be worked up into a written report).
5. Point of view: pupils read a feature about a town in a foreign country and then discuss life in such a town (a follow-up exercise — pupils write an essay about their home town for foreigners).
6. Pictorial interpretation: pupils have to match captions with pictures and explain their choices.
7. Drawing conclusions: the class reads a story about somebody who broke the rules, e.g. a politician, a businessman, delinquent, etc., and then discusses what should be done about it.
8. Advertisements:

   a) class, in groups, studies a group of ads promoting the same product and then discusses the pros and cons of buying the item.

   b) Making plans: in groups of 3, pupils plan, e.g. an annual budget for a newly-married couple based on advertised prices, then compare the budget with salaries available in employment ads, paying attention to qualifications and experience required. At the end of the activity all the groups compare their results.

Advanced Level

1. Decision making: using a pro and con editorial, the class divides up into their respective positions and discusses their differences (follow-up exercise — each group prepares a written statement presenting its position).
2. Pictorial interpretation: working in groups, pupils interpret an editorial cartoon, explain it and react to it.
3. Predictions: the class reads a current news item concerning an ongoing event, e.g. a strike, border problems, a missing person, etc., and then discusses possible outcomes.
4. General knowledge: the class discusses background information in depth about a current news story.
6. Analysis: the class discusses an editorial on a hot news item and then divides up according to the pros and cons. Each side then presents its position.
7. Expressing feelings: the class reads a film review of a popular film and then

discusses informally the pupils' feelings, opinions, points of agreement and disagreements (compare review with other papers).

8. Presenting a case: set up a court in the classroom and the class judges a case based only on the facts presented in the article.
9. Comparison: the class discusses two articles from two different papers about the same story. Pupils should define the differences in facts, opinions, attitudes, etc.
10. Making value-judgments: the class discusses current topics based on news items, e.g. when does legitimate news become an invasion of privacy?
11. Interviewing: pupils research a public issue and then interview officials, relations and friends (write up results).

d) Written Communication

Intermediate Level

1. Questions: the class chooses a news item and then, in groups, prepares as many questions as possible based on the item. Each question must have at least six words in it. Then each group exchanges questions and writes answers to the questions.
2. Main and Supporting ideas: the teacher prepares a list of 3–4 main ideas (not in correct order). Pupils must find support or evidence of these ideas and write them up in correct order.
3. Pictorial analysis: the teacher blanks out the dialogue in the bubbles of a cartoon, the pupils have to write their own dialogue.
4. Self-expression: pupils make up a poem using headlines.
5. Main idea: pupils rewrite a feature story one-third of the original length.
6. Self-expression: pupils are invited to write an editorial about their school, e.g. dress-code, homework, etc.
7. Pictorial interpretation: the teacher gives out 8–10 newspaper photographs of past events; pupils, working in groups, make up a news item, headlines, and write up their story.
8. Advertisements:

   a) each pupil given 3–4 classified ads to write up in complete sentences.

   b) Each pupil must imagine that he is a famous personality that has 5,000 Shekels to spend on a shopping expedition; the pupil must study the ads and then, based on them only, describe his shopping expedition.

   c) Each pupil writes his own ad based on suggestions made by the teacher, e.g. 10 speed bicycle, used and incomplete chess set, non-working computer game, etc.

   d) pupils write a letter replying to a "help-wanted" ad.

Advanced Level

1. Sequence: pupils write up the events of an on-going story as if writing for a history book.
2. Style: the teacher provides facts, events, etc., of a news story that pupils have to write up as a newspaper article. After the assignment they compare their articles with the original newspaper article.
3. Self-expression: pupils write a feature article based on a novel or an event in the novel that they have read recently.
4. Comparison: pupils read two book reviews, etc., and then list facts and explain which review is the better one in their opinion.
5. Comparison: based on reported statements, pupils compare two political parties' platforms (during Elections campaign).
6. Self-expression: after studying examples of "dear auntie" letters, pupils write their own. The teacher selects 4-5 letters and sets up committees to write replies. The replies are posted on the bulletin board.
7. Self-Expression: pupils are invited to write individual letters to the editor, criticizing / supporting his editorial.
8. Prediction: teacher selects front page story breaking that day, pupils write a summary of the problems and implications arising from the events. Compare results in newspapers the next few days.
9. Creative expression: pupils prepare a front page of a newspaper about an outstanding historical event, e.g. Galileo's arrest, the first Olympic Games in Greece, etc.
10. Analysis and creative expression: e.g. based on a crime report, court case and conviction, pupils write a description of the 'criminal', e.g. his background and social standing.

NEWS FROM EDUCATIONAL TELEVISION

TEACHING "T.V. TALES" IN LESS-ABLE CLASSES

by *Dvora Ben Meir*

The rationale of the 8th Grade series, T.V. TALES, was that the same materials (telecasts, Pupils' Book, listening cassette) could be used for varied levels of learners. It was believed that the more-able learner would be stimulated by the authentic language situations offered and would go beyond that actual task in the activity in order to develop fluency and accuracy in the language. At the same time it was believed that the less-able learner would be given exposure to authentic language even though the task itself be a very simple one, by *grading the task* rather than the text. It was believed that if the less-able learners found the materials attractive, engaging and motivating and if they could complete the task successfully, the learners would be motivated to improve their English.

During the in-service training course held during the last year, many teachers voiced their doubts as to whether these materials could be used successfully with the less-able learners. Therefore, the team at Israel Educational Television decided to try out the materials in conjunction with the Yeshurun Junior High School in Petach Tikva. The co-ordinator of English, Judy Segel, and the teaching staff, Helen Borochovitch, Shoshana Flavin, and Brenda Liptz decided to use T.V. TALES in all the 8th grade classes, including the lowest streams, to try to see if the underlying principles hold true. This article will review the methodology for using the materials for less-able classes and will describe some of the classroom practices that were successful.

In preparing the lesson we found it useful to ask ourselves the following guiding questions:

- How familiar are the pupils with the concepts involved in the task?
- How much of the unfamiliar vocabulary in the text must be understood in order to do the task?
- What concepts/vocabulary can be elicited and what must be supplied?
- What is the most efficient/economical way to organize the class in order to complete the task successfully?
- To what extent should accuracy be stressed and to what extent fluency?

These questions served as our methodological guidelines in lesson planning. However, despite our careful planning the classroom was always a place for surprises. In teaching *Unit I, Activity D, How to Get There*, we thought the map reading was a concept that the pupils were not familiar with. This assumption proved only partially correct; most of the pupils had an idea of what a map looked like, but could only relate to a map of a country or the world, and could not predict the kind of information one would find on a *city map*. It took some time to help the pupils realize that a city map would deal with streets, roads, etc., and not mountains and oceans. The next problem was the vocabulary: very few pupils knew the words 'street', 'avenue', 'boulevard', etc., and *none* of them could read the word 'highway'. This prompted us to focus on the mechanics of reading in which the "-igh" sound was reviewed. This was not planned, but was found to be a necessary digression in order to fill in gaps in less-able pupils' knowledge.

Pupils then worked on the abbreviation key. Again they were not able to think of map abbreviations in Hebrew and this point had to be made before going on to abbreviations in English. The pupils found this task interesting and tested each other on the abbreviations. The key itself did not pose any problems — the vocabulary was familiar and pupils easily realized the need for a key to maps. The teacher asked questions about the location of various places and pupils answered. Pupils then practiced asking and answering in pairs. These activities took up an entire lesson, but the pupils had been activated and found the tasks meaningful.

In the second lesson the teacher attempted to elicit some expressions used when giving directions. Pupils provided a few in English (such as "go straight") but most of the expressions were given in Hebrew and provided in English by the teacher. The teacher used these expressions to give directions to the 'Post Office' and the pupils followed on their maps. Pupils then gave short directions to each other to assigned places on the map. At this point it was decided to introduce the actual listening task. Pupils were asked to look for the Community Center on their maps. When they realized that the Center was not listed, they were asked how they could go about finding their way to the Center. Many suggestions were offered but none of the pupils came up with the idea of calling up the Center to ask for directions. Pupils were motivated and quickly practiced a mini-dialogue (A: Where's the Community Center? B) I don't know) which reinforced the information gap. The listening activity itself went quiet smoothly, without frustration and with a great deal of tolerance when they were faced with vocabulary that they did not know. Most of the pupils "found" the Community Center and were pleased with their success. I noticed that their faces expressed the joy of completing a task well, even though the amount of language used was limited. When I asked them at the end of the lesson what they had learned, these were some of their answers:

- "When a tourist asked me for directions I won't say 'yashar, yashar', but will say 'turn left...'."
- "I learned how to say 'cross the street'."
- "I learned how to use a map in English."

It is our feeling that most of the activities in T.V. TALES can be used with the less-able learner. Everything will take much longer because so many concepts and so much vocabulary is unfamiliar. Moreover, there are so many other gaps that need to be filled simultaneously. The time spent is certainly worth it. Pupils who have been passive all year are now raising their hands and participating, language goals are within the ability of the learner, motivation is high and the fact that these pupils are using the same materials as their classmates has increased self-esteem. These seem to be good enough reasons to continue in our attempt to use these materials with the less-able learners. We would be happy to hear from other teachers who are using T.V. TALES in similar classes.

Ordering Procedures for Listening Cassettes and Telecast Videos

Listening Comprehension cassettes accompanying telecasts (see list under "Pedagogical Centres" in "Information for English Teachers" in this issue of the JOURNAL) may be bought from Educational Television. Please phone Educational Television (Tel. 03-414155, Extension 2394) for the updated price. Then send your cheque to:

Educational Television Centre, Marketing Department, 14 Klausner Street, Ramat Aviv 69011, together with the list of cassettes you want and your address; alternatively, you may order cassettes by phone and pay on collection. It is also possible to order video-cassettes of all ETV programmes in the same way, but you must send your own blank cassette, or specify VHS or BETAMAX in your order.

LETTERS TO THE EDITOR

OFAKIM ENGLISH CENTER

Sir,

The Ofakim English Center is located in "Hagiva" School, Ofakim. This is a Primary School, catering to Grades 1 to 6. The Center aims at giving individual aid to each pupil that comes to the Center and encouraging the development of materials for teachers. At present, three schools in Ofakim are using the English Center — Hagiva, Ashalim and Ben-Gurion (all Primary Schools). Teachers come to the Center with their Grade 6 pupils; the pupils use the games, the teaching aid cards and the cassettes that are available. A library (about 1000 books) is also available for the various levels (from Grade 4 to native speakers). Topics dealt with through games and teaching aid cards include colours, numbers, plurals, verb tenses, adjectives, geography, interrogatives. The books in the library were donated by various American agencies that donate books to Israel and by the South African Jewish community. On Tuesday afternoons, teachers meet to plan lessons and form a kind of workshop and "thinkshop". Each pupil has his own personal folder which is a personal history and evaluation of the pupil's participation in the Center.

During the Summer and Hanukka vacations, the undersigned, together with the Principal of Hagiva School (Edna Tishan) conducted an "English Camp", with English-speaking camp counsellors recruited with the help of the South African U.J.A. The counsellors foster the speaking of English through various games; a central theme is maintained in each camp, such as "Jerusalem", "Peoples of the World", and "Fairy Tales". The counsellors stay in Ofakim for one week each time and enjoy and appreciate the hospitality of local residents. The Center has also produced two full plays, each lasting two hours, during this past year — "Cinderella" and "Rumpelstiltskin". I would also like to mention the help of the Arts and Crafts teacher, Mrs. Tsipi Barda.

Cheryle Malichi, Hagiva School, Ofakim

ORAL BAGRUT

Sir,

Please let me add my request for a more *Spontaneous* Oral Bagrut. The "Guide" (known to some as *The Guide to the Perplexed*) is excellent for practice — but not to be "swotted" up by heart, which defeats the entire purpose of oral communication.

Since the Guide is to be revised, I would like to suggest the addition of some "action" photos, which could be used (as I used similar pictures in the old-style Oral testing) for straightforward descriptions. In lessons, I use them for verb-tense practice ("What has just happened?", "What do you think the man with the gun will do next?").

Raphael Abt, Jerusalem

"OR HACHAIM" SCHOOL, ASHKELON, AND "KING DAVID" SCHOOL, LIVERPOOL

Sir,

Our correspondence with King David School began four years ago and has developed very well since then. This special relationship is very meaningful to both schools. The pupils write letters to each other, exchange greeting cards and photos which have been taken on different festive occasions. These items are displayed in the respective schools on special bulletin boards, and the children show great pride in having them.

Whenever someone arrives from Liverpool, it is certain that he will visit Or Hachaim School, as the Jewish community there is well aware of the mutual bond between us.

The visit of the Principal of King David School, Mrs. Naomi Kingston, here at our school a year ago, expressed the real meaning of this tie. We warmly welcomed her and she, with her very kind words to the pupils, showed them how much they care.

We also thanked her for all they have given us — books for our English library, money they donated for school needs, and the tapes they sent us. In exchange, we sent them things we made at school, such as arts and crafts projects, pictures, cards, etc.

We think that it is very important for children here in Israel to know and to understand how a Jewish child in the Diaspora lives and faces the un-Jewish world around him. Equally important is how we in Israel present our way of life to those who are outside the country. That is why we in Or Hachaim School find this so rewarding. Each one of us encourages the pupils to take an active part in this kind of relationship.

Meir Sabag, Principal, Or Hachaim School

BEN-GURION CENTENNIAL

Sir,

As with any other general subject (such as the "Jewish Festivals" or "A Hundred Years of Jewish Settlement") we have tried to integrate the "Ben-Gurion Centennial" project with the English lessons at school. The idea was raised by the English inspector for the Tel-Aviv area, Nili Tager, at a meeting with teacher-counsellors Miriam Kishon and Naomi Beigel.

It was decided to call on other teachers to contribute to this huge project. Our main problem was how to select the material which would be suitable for the English lessons out of the enormous amount of material published about Ben-Gurion. At first we thought of dividing the material acccording to three main points that he emphasized: (a) Immigration to Israel; (2) The Gathering of Exiles; (3) The Conquest of the Desert. Taking into consideration that our main purpose is the teaching of the English language, and that the project is intended for different levels, the final result turned out to be a booklet divided into three parts: a reader, two newspapers and games and songs.

Miriam Kishon spent a whole day in Ben-Gurion's house, translated, amplified and adapted excerpts from Ben-Gurion's biography. She decided to limit the material to a Reader of twenty chapters which focused on Ben-Gurion's childhood, family and Zionism. Ten of these chapters are autobiographical, told in the first person, or are various various people telling about him. The other ten chapters are letters to Paula and the children written from various places in the world. The letters have been carefully chosen so as to suit the children's interests and to show Ben-Gurion's attitude as a father. In addition to the authentic material about Ben-Gurion, the English teacher can find in this Reader enough material to support and reinforce both English vocabulary and grammatical structures taught in Primary and Intermediate classes. The Reader is followed by an appendix with suggestions for activities and accompanied by a cassette for listening comprehension (recorded by Hazel Carmon) and is available from the Givatayim Pedagogical Centre. Two more articles intended for higher grades with suggestions for activities were added to the Reader by Cherryl Montvilisky.

Naomi Beigel edited, together with her Grade 8 class, two newspapers from two significant years in Ben-Gurion's life: one from 1906 — the year of his immigration to Palestine, and one from 1948 — the year Israel was founded and Ben-Gurion became Prime Minister. She spent some time in the archives of Beth Ariela in Tel-Aviv in order to find authentic material from those two periods. Under her guidance, her pupils wrote articles, interviews, advertisements, and added pictures to match the periods. The newspapers fit the level of Intermediate and Upper classes, and introduce to the reader two aspects of Ben-Gurion: Ben-Gurion the immigrant, the son of Avigdor Green, and Ben-Gurion the Prime Minister. Naturally, they reflect outstanding events inside and outside the area in those important years and outstanding problems (the Jewish Problem all over the world, the immigration to America, etc.) which are still relevant today. The newspapers are meant to stir up the imagination of other English teachers and help them produce their own newspapers, with different layouts and different contents, together with their classes.

The third part of the booklet includes various games (lotto, bingo, cards and cardboard) prepared by Dvora Morrison and Dorit Shlesinger. The games are based on Ben-Gurion's biographical data.

Iris Lapede prepared some activities for the lower Grades (4th–5th) and also wrote three songs (available on a cassette at the Givatayim Pedagogical Centre).

At the various English teachers' seminars which were held by the team following the publication of the booklet (ETAI — Bar Ilan, Givatayim, Bat-Yam, Ashkelon, Herzliya) the teachers had the opportunity to see the actual activities prepared by the above teachers. At each one of these meetings the members of the team also decorated the lecture halls with various posters about Ben-Gurion in order to provide the right atmosphere for their audience.

Although the booklet has been originally prepared for this past year, a great deal of the material can be used any year for Independence Day.

We must emphasize that the wealth of material in the booklet is to be used according to the teacher's personality, the level of the classes and the time available. We sincerely hope it will stimulate those teachers who thought that such a topic could not be dealt with in English.

We cannot end without mentioning the enthusiasm of the team thanks to Mrs. Nili Tager who inspired us, to Mr. Shnitzer who encouraged us and to Judy Dobkin who introduced us to Inter-Action where the final product was printed and published.

The booklet can be ordered and purchased from Inter-Action, Ashkelon, Tel: 051-22157/8.

Miriam Kishon, Naomi Beigel

COMPUTER - ENGLISH?

Sir,

Dudik, a fourth grade boy who has been learning English for only three months, asked me for help in writing CIRCLE: LEFT. When I write the words for him in small letters and he tells me that's not correct, I try again using capital letters and he is satisfied. Other children in the class add words like REPEAT, VERY GOOD and TRY AGAIN to their workpages and write GO, TO END, NO on the chalkboard when given the chance.

None of these children has yet "learned" to read or write English; all come from Hebrew-speaking kibbutzim. A very few have computers at home; many have older siblings who are also studying computer skills. They are in their second year of computer studies and first year learning English as a Foreign Language as pupils of the Kfar Blum Primary School.

What does this mean to me, the English teacher? How do I feel about this knowledge of my pupils — *which I haven't taught them*? Is there a working relationship between the English taught in the 4–5 hours a week in the English classes and the 3–4 hours spent in front of the "English-speaking" computer? If there isn't, maybe it's my job as an English teacher to examine the facts and consider making some changes!

We say that the first year of English studies in our school should be oral work. Reading and writing are taught at the beginning of the second year, in the fifth Grade. We have not yet faced the fact that our pupils have learned to write messages and give information to computers using letters and words in a foreign language that they *have not yet learned*! We find it difficult to accept that little children are learning symbolic and abstract skills used in communication "before they are ready" (Who isn't ready? The teacher or the pupil?). Examples of words used in the Logo language taught to fourth graders include CLEARSCREEN, HOME, FORWARD, BACK, RIGHT, LEFT, REVERSE, PRINT, TYPE, MOVE, and many others.

The computer replaces television as the new cultural symbol, which introduces barriers between ourselves and other people. We are told that computer activities cause the loss of direct contact with other people, the construction of a private world, a flight from real things to their representations. This is not our immediate problem, although it also brings many questions to mind. Maybe this is why Neri dreams so much in the English class? He may be thinking of a new design for the computer.

I feel strongly that we must recognize and accept our pupils *where they are*. For the past 10 to 15 years we have organized the English curriculum based on the assumption that our pupils have had little or no English experiences, other than passive exposure to television and movies. This is no longer the case. They recognize and write CIRCLE, SQUARE, TRIANGLE as well as other words on the list above, and they know what those words mean — and how to cause those words to work for them.

Sherry Turkle* writes that at ages 8, 9 and 10 "children are preoccupied by the need to master. The schoolage children's primary interest in computers is in what they can do with them... their interests are to make, to do, to master." They are mastering English by using computers and we are wrong to overlook this fact.

Their computer experiences have changed our pupils. They are no longer like their older brothers and sisters. They require different stimuli and motivation — and a different curriculum for learning English. It is a mistake to ignore the specialized knowledge our pupils already have — rather, we should be taking advantage of it.

Judith Bloom Criden, Kibbutz Kfar Blum

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* Turkle, Sherry, *The Second Self*, New York: Simon and Schuster, 1984.

E.F.L. COURSEWARE ON COMPUTER FOR JUNIOR HIGH SCHOOL

Sir,

As computers have become less expensive and more affordable, they have achieved wider public acceptance. They have become "friendlier" to people with little or no programming experience. It will therefore be increasingly more and more difficult *not* to spend time "interacting" with computers. They have already become a "household item" and an integral part of the educational process not only abroad but in Israel as well. The potentials of Computer-Assisted-Instruction (CAI) or Computer-Assisted-Language Learning (CALL) are certainly enormous and worthwhile. To what extent, however, depends not only on the courseware but the way that the computers are integrated into the curriculum and the instructional process. Teachers can realistically determine the method suitable for themselves and their classes through personal experience and knowledge, but until teachers have sufficient experience with computers and a practical understanding of the potential uses and limitations of this medium, they cannot effectively use computer instruction in the classroom situation. Bearing this in mind, it is necessary for teachers not only to become familiar with computers as such but to have a set of criteria for determining the "Right Choice" of courseware which will be appropriate for their needs and the needs of their pupils.

Three main focus points should be taken into consideration:

a) Does the courseware suit the pupil?
b) Does the courseware suit the teaching situation?
c) Does the courseware suit educational objectives and goals?

These focus points include several key questions. Is the courseware appropriate for the pupil's needs and interests (his grade level as well as his interest level)? Is the presentation of the material flexible enough to cater to the wide range of abilities within the class, challenging for both able and less-able pupils? Is there adequate presentation of new information, ideas and concepts, or is the material supplementary to material previously taught/learnt? Is there enough reinforcement of materials through varieties of drill and practice with clear realistic objectives? Can the pupil actively participate in the program, since interaction creates motivation and combats boredom? Is the material flexible for easy-to-use reference? Is the material appropriate for class size, length of lessons, frequency of lessons? Finally, is the courseware educational and suitable for the material being taught?

Arlyne Gozali, Mary Shafir, Rivka Bar-Hama,
Oranim School of Education, Tivon

INTEGRATING THE TEACHING OF TECHNICAL ENGLISH WITH A COMPUTER SIMULATION OF A PHYSICS LAB EXPERIMENT

Sir,

The skill of reading science texts and instructions in scientific material is of great importance to the student intending to continue his studies in the exact sciences. The teaching of that skill is generally acquired by the use of different scientific texts in the English language. The student, therefore, is not coping with a scientific text which he has to understand for a certain assignment or for comprehending specific material he needs in the course of his studies. The connection between the texts studied in English and the use of the language in the learning reality of the exact sciences studies is indirect only.

The possibility of interaction between teachers of different subjects at school led to a joint venture between the Departments of English and Physics in my school to develop courseware which combines the objectives of the two subjects.

For computer simulation, a lab experiment which is included in the upper division syllabus has been selected. The learner carries out the experiment with the help of instructions and information given in English. The knowledge of technical English is acquired while the learner is coping with the need to understand what is required from him in order to carry out the experiment.

Different strategies of reading comprehension, such as guessing and scanning, have been used in the courseware. A glossary is available at every stage of the program.

Special thanks to Mr. Zunis and Mrs. Berger who cooperated with me in this venture, and to Solan Ailon and Uri Singer who wrote the program.

Nili Iron, Secondary School for Practical Engineers, Tel-Aviv University

BATTERY ORAL

Sir,

While there is no doubt that the battery test has introduced oral skills into classrooms where previously there had been a lack, I am definitely in favour of a "spontaneous" test, without material set in advance (role-play topics, etc.).One hopes that the progress made in Oral Teaching Skills will not be lost, but incorporated into regular classroom procedures. Whereas a grading scale is very necessary, many teachers fail to grasp it and disagree about its application. A better way of ensuring objectivity in grading, in my opinion, would be to record the whole test on cassette and give it to an anonymous second evaluator. One must face the fact that very few examiners have the skill and strength of mind to stick to a grade in the face of subtle pressures like a pupil's charm or a teacher's dismay. In addition, there is a degree of "burn-out" when testing 20–30 pupils at a time and the first pupils do not get treated the same as the last ones. This has been aggravated by a more uniform and therefore more monotonous syllabus. This "burn-out" effect would be neutralised by a second evaluation which could be done more or less at the examiner's leisure, when notes can be taken and comparisons made by replay. It would also be to the pupil's advantage when the examiner's own English is not of the best, or questions are confusing.

The literature program has been sadly diminished. My feeling, admittedly subjective in part, is that a great teaching tool and educational influence has been pushed into last place. I am in favour of reinstating it and testing it in writing, as an oral test for literature to be efficient must be at least 15 minutes in length.

Pamela Friedland, Emek Hefer

PRESENT PERFECT SIMPLE AND PROGRESSIVE

Sir

With reference to the article on the above subject, ETJ 34, I would like to make the following points. Mr. Standwell is evidently unable to find a "rule" which will explain the difference between:

(i) John has lived in New York since 1970, *and*
(ii) John has been living in New York since 1970.

A possible explanation is this: "Perfect" comes from the Latin "perfectus", meaning "completed". Hence there is an element of ACHIEVEMENT in some situations where the Present Perfect Simple is used. Therefore, in the above examples, (i) emphasises WHAT John has done (achieved) in a given period, while (ii) emphasises HOW LONG he has been doing it. Mr. Standwell omitted to mention that this is called the "inclusive" use of these tenses. Since this difference is so subtle, it is no surprise to find some grammar books consider these examples to be identical. A similar contrast of ACHIEVEMENT versus CONTINUED ACTIVITY can be seen from the following examples:

(iii) John has fixed the car. (The achievement — the car is fixed and the RESULT of the work is important.)
(iv) John has been fixing the car. (The continued activity of working on the car is important. Whether John has actually fixed the car or not is either UNIMPORTANT or of SECONDARY importance.)

Mr. Standwell did not mention the very important "Negative Inclusive" use of the Present Perfect Simple: "I have not slept since my dog was run over" is preferred to "I have not been sleeping...". Language learners here tend to 'translate' and say "*I did not sleep since...". I have brought up these and other grammar points in the Teacher's Guide to my textbook "PRACTICAL ENGLISH".

Alan Lipsey, Holon

REVIEWS OF SOME BOOKS RECENTLY PUBLISHED

JOEY AND LIZ IN SPACE

English Language Teaching goes into space with this new book by Lillian Englander, published by University Publishing Projects, Tel-Aviv. This book is intended for Fifth Grade pupils who have completed one year of English instruction in Grade Four. The book is an all-inclusive course of study and abounds with opportunities for the young learner to practice and produce language. The grammatical structures are drawn from the story line and are in compliance with what is designated by the Ministry for this Grade. We wish you a successful trip into space with "Joey and Liz".

Lillian Englander

FUN WITH ENGLISH, Part I, by Ada Fuchs

This is a new workbook for pupils who have completed one year of English. The book provides a delightful review of sounds and structures in an interesting context of dialogues, stories and poems. *Fun With English* is an attractive book in large print and with colourful pages. It is full of pictures which illustrate words and sounds. There are also fill-in exercises, reading and writing games, cut-outs, and picture labelling. *Fun With English* is accompanied by a cassette (including instructions for exercises in Hebrew and English), so that pupils can learn independently by simply listening to the cassette and practicing the dialogues and reading passages in the book. The book is also useful for weak pupils in their third year of English, who will welcome the opportunity to learn at their own pace by working with the cassette at home. We look forward to *Fun With English*, Part II.

Susan Armon

USE YOUR DICTIONARY AS A LEARNING TOOL, by Menachem Bloch
(Published by Tcherikover, 1985, 244 pp.)

The advent of new linguistic and pedagogical trends with their emphasis on speech acts, functional competence and authenticity pushed traditional grammar teaching onto the sidelines for a while. It has taken some time for the balance to be restored. Teachers have recognized that valuable though the new approaches are in the promotion of oral proficiency, a different method of instruction is required if the learner is to cope with the reading of formal English prose. Faced with unknown words or expressions which cannot be guessed in context and with no paralinguistic clues to aid them, learners can only extract meaning from the text if they have been trained in the use of a dictionary and in the structures and patterns of the English language.

The teacher's work has been greatly facilitated by Menachem Bloch in his *Use Your Dictionary as a Learning Tool.* As the title suggests, the dictionary is presented as a device which leads the pupil to the acquisition of many of the linguistic skills and rhetorical strategies which are essential to reading comprehension. As one works through the material, the use of the dictionary ceases to be a chore, an irritating hunt for meaning, but becomes instead an interesting and confident movement through a rich source of useful information. But control of the dictionary is only one of the skills acquired. In working through the exercises, pupils must touch on almost all the aspects of language which were once taught in the so-called "grammar" lessons, such as verb patterns and the relationship between form, position and meaning as well as basic rhetorical strategies, such as the art of definition and the use of connectives to show logical relationships.

The teaching hints in the preface, the wide coverage, the varied and interesting exercises, the clear instructions and the wealth of examples make it easy for the teacher to select suitable materials for pupils to work alone. There is so much in the book that the instructor at many different levels could use the book for different teaching purposes.

No effort has been spared to make this book attractive. The typesetting is clear with catchy illustrations by Aya Shmueli and the work is enlivened throughout with appropriate quotations and jokes which entertain and enrich. It is a pleasure to read.

Use Your Dictionary as a Learning Tool has been recommended for use in schools by the Ministry of Education and Culture. This is not surprising. It is rare to find a workbook with so much under one cover. Pupils who use this book cannot help but greatly increase their perception of the way language works in use and their appreciation of the variety and the wonder of it all.

Stella Statman

CONFERENCE ANNOUNCEMENTS

E.T.A.I. (English Teachers' Association of Israel)

Annual National Conference, Hebrew University of Jerusalem, 15–16 July, 1987.

Winter Conference, Tel Aviv, December 1987.

Details from: E.T.A.I., P.O.Box 7663, Jerusalem.

I.A.A.L. (Israel Association for Applied Linguistics)

Annual Conference, Bar- Ilan University, Monday, 19 October, 1987.

Details from: Hadassa Kantor, Hebrew Language Department, Bar-Ilan University.

A.I.L.A. (Association Internationale de Linguistique Appliqúee)

8th World Congress, Sydney, Australia, 16–21 August, 1987.

Theme: New Approach to Applied Linguistics as an International Discipline.

Details from: Applied Linguistics Association of Australia, Universlty of Sydney, Department of French Studies, New South Wales 20006, Australia.

B.A.A.L. (British Association for Applied Linguistics)

Symposium: The Place of Linguistics in Applied Linguistics, July 1987.

Details from: Vivian Cook, Department of Linguistics, University of Essex, Wivenhoe Park, Colchester, Great Britain.

FIPLV (Fédération Internationale des Professeurs de Langues Vivantes)

World Congress, Canberra, Australia, 3–8 January 1988.

Details from: FIPLV, Seestrasse 247, CH-8038, Zurich, Switzerland.

TESOL (Teachers of English to Speakers of Other Languages)

22nd Annual Conference, Chicago, Illinois, USA, 8–13 March 1988.

Details from: TESOL, 1118 22nd Street NW (Suite 205), Georgetown University, Washington DC 20037, USA.

IATEFL (International Association of Teachers of English as a Foreign Language

22nd International Conference, Edinburgh, Great Britain, 11–14 April, 1988.

Details from: IATEFL, 3 Kingsdown Chambers, Kingsdown Park, Tankerton, Whitstable, Kent CT5 2DJ, Great Britain.

IRA (International Reading Association)

33rd Annual Convention, Toronto, Canada, 1–5 May, 1988.

Details from: IRA, 800 Barksdale Road, P.O.Box 8139, Newark, Delaware 19714, USA.

E.T.A.I. (English Teachers' Association of Israel)

Second Jerusalem International Conference, 10–14 July, 1988.

Details from: E.T.A.I., P.O.Box 7663, Jerusalem.

עלון למורים לאנגלית מס׳ 35, סיון תשמ״ז, יוני 1987

תמצית המאמרים בגיליון זה:

INFORMATION FOR ENGLISH TEACHERS

מידע למורים על החלטות המזכירות הפדגוגית לגבי הוראת האנגלית; גיוס מורים חדשים; בחינות בגרות־משנה, חיצוני, בעל־פה; בחינות הישגים לכיתות ו׳ ח׳ ט׳; עזרים קוליים להוראת אנגלית במרכזים הפדגוגיים; ספרי לימוד חדשים לחטיבה העליונה; הוראת הדקדוק הפדגוגי — ספר למורה; מאבק יהודי בריה״מ — מקראה לתלמידים; מילון אנגלי־ערבי חדש.

APPROVED TEXTBOOKS 1987–1988

רשימת ספרי לימוד, כיתות ה׳–יב׳, שאושרו לשימוש על־ידי משרד החינוך והתרבות.

ORAL BAGRUT — ARTICLES & INFORMATION

סדרת מאמרים על בחינות הבגרות בעל־פה: הנחיות לבוחנים; שאלות מודולריות על התוכנית בספרות; על המבחן ב״מונולוג״ (נאום התלמיד); עצות לבוחנים.

ENGLISH TEACHERS' ASSOCIATION (E.T.A.I.)

ידיעות מאגודת המורים לאנגלית: פעולות האגודה, ועידת חורף תשמ״ז, דו״חות מהסדנאות.

THE TEACHING OF VOCABULARY

סדרת מאמרים על הוראת אוצר המלים: על הגברת הקניית אוצר המלים; בעיות ברכישת אוצר מלים בשפה אחרת; על הוראת אוצר מלים ״פעיל״; על הוראת אוצר מלים למען היצירתיות בשפה (בעל־פה ובכתב); הוראת אוצר המלים באמצעות קבוצות מלים.

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למורים
לאנגלית

English Teachers' Journal (ISRAEL)

Ministry of Education and Culture
Pedagogical Secretariat — English Inspectorate

ENGLISH TEACHERS' JOURNAL (Israel)

(incorporating ENGLISH TEACHING GUIDANCE)

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Teachers of English are invited to write short articles, reports and letters to the editor. Please write to "English Teachers' Journal", English Inspectorate, Ministry of Education and Culture, Jerusalem, 91911.

מערכת "עלון למורים לאנגלית" — הפיקוח על הוראת האנגלית
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INFORMATION FOR ENGLISH TEACHERS

New Syllabus for Schools

The English Syllabus Committee (English Advisory Committee of the Ministry of Education and Culture), together with the English Inspectorate, have approved the draft of the new Syllabus, which will be presented shortly to the Ministry of Education and Culture and should be available to teachers by the end of the current school year.

This new Syllabus is firmly based on the concept of COMMUNICATIVE COMPETENCE, which is divided into the three components of LINGUISTIC COMPETENCE ("accuracy"-usage), PRAGMATIC COMPETENCE ("fluency"-use) and SOCIOLINGUISTIC COMPETENCE ("appropriacy"-appropriateness). Chapter headings are as follows:

1. **RATIONALE** — English as a Means of International Communication; Educational and Cultural Values; Intellectual Awareness and Language Insight.

2. **COMMUNICATIVE COMPETENCE AND PERFORMANCE**

Linguistic Competence: Grammar, Vocabulary and Semantics, Pronunciation and Speaking Skills, Listening Comprehension, Reading Skills, Writing Skills, Discourse Strategies, Spelling and Punctuation.

Pragmatic Competence: Speedy and non-hesitant comprehension and expression, paraphrasing, dictionary skills, interpretation of usages and cultural allusions, use and interpretation of redundancies and repetitions, inference of meanings from context.

Sociolinguistic Competence: Different levels of formality, different major varieties of English — dialects and Registers, Normative British or American Standard English, spoken and written language, speech-acts.

3. **COMMUNICATIVE METHODOLOGY**

"Communicative Methodology" as the means of imparting "Communicative Competence and Performance"; teaching language domains and skills systematically, contextually and meaningfully via communicative activities; authentic use of the foreign language (Note: not necessarily the same as the "use of authentic English"); both *genuine* communication (interviews, personal opinions or information, reading, listening, speaking and writing for content as well as for language) and *contrived* communication ("quasi-communication" — role-playing, etc.); didactic techniques from presentation (explanation), controlled practice, cognitive rule-internalization of grammar and semantic grasp of vocabulary, to creative use; use of realia, visuals, tapes, computers; classroom use of English for teacher-pupil and pupil-pupil interaction; the "learner-centred" classroom (groupwork, pairwork, individualized programmes, self-access learning, discussing subject-matter with pupils, etc.); systematic contrast with the mother-tongue; eclectic methodology (audiolingual, cognitive, humanistic, functional).

4. **GRADED OBJECTIVES**
   Primary School, Intermediate School (Division), Upper School (Division);

5. **A DIFFERENTIAL SYLLABUS FOR LESS-ABLE LEARNERS**
   Streaming (Ability Grouping) or Mixed-Ability (Heterogeneous Class), Bilingual Approach, Comprehension rather than Production, Vocabulary rather than Grammar, Tolerant Approach to Error, Courseware, Examinations.

6. **COURSEWARE** — materials for intensive classroom study.
   Textbooks, telecasts, computer-aided language learning materials, audio-cassette courses, language laboratory courses, grammar books, materials for intensive reading, dictionaries; rationale for the approval of such material.

7. **EVALUATION OF PUPILS**
   Informal and formal evaluation; diagnostic, progress and achievement tests; norm-referenced and criterion-referenced tests; objective, subjective, discrete-point, integrative tests; communicative tasks.

8. **SOME RECOMMENDED SITUATIONS AND TOPICS**
   List of such, for oral tasks, listening comprehension and reading comprehension; also written tasks, for the Upper School

9. **ADDENDUM: TEACHING ENGLISH TO "NATIVE SPEAKERS"**
   i.e., genuine mother-tongue speakers of English or with "near-native" proficiency (e.g. have studied abroad in English-medium schools), who are very much out of place in regular classes; suggested differential syllabus.

10. **DETAILED PROGRAMMES:**
    Grammar Patterns to be taught
    Lexicon (core minimum obligatory vocabulary)
    Script Alphabet
    Punctuation Rules to be taught

Tests for Grades 8 and 9

Sets of tests for these Grades are now in the press. The tests are in the form of a "kit" — Diagnostic Test for the beginning of Grade 8, Progress Tests in selected grammar patterns, Achievement Test for the end of the year, and Teacher's Guide; teachers should photocopy the kit for their pupils. The tests for Grade 9 are an Achievement Test and a Teacher's Guide. A similar test for Grade 7 is now in preparation. Writer: Renée Vorhaus.

Intensive Teacher-Training Courses

Courses for retraining classroom teachers to become teachers of English and for qualifying practising unqualified teachers of English are being conducted this year in various parts of the country, especially in the Northern and Southern Districts. In addition, intensive one-year courses for older candidates (usually native speakers of English or university graduates in English) are being held at the Gordon Teachers' College in Haifa, the Bet Berl College in Kfar Saba and the Yellin Teachers' College in Jerusalem. It is expected that these courses will help relieve the shortage of teachers of English.

Anglo-Jewish Association/I.A. Karten Award

We are happy to announce to our readers that the Anglo-Jewish Association, through the agency of the I.A. Karten Award, is helping English teaching in Israel in various ways. This past year (1987) the Association financed the visits to Israel of Marion Geddes (consultant for the course for Listening Comprehension, workshops on Listening Comprehension); the award will be given during 1988 to set up a lending library of ELT material (simplified readers) in Haifa and possibly in Beersheba. The British Council is helping set up these libraries, as part of their extensive aid for teaching English in Israel (libraries, visitors, scholarships, advice and financial assistance) of which the English-teaching profession is very appreciative.

New Textbooks Approved by the Ministry of Education and Culture

The following textbooks have come on the market since our last issue was published:

"*UP TO THE TOP*" by Rena Keynan, for less-able pupils (C Stream) in Grades 7, 8 and 9. The text follows the visits of two pop groups to Israel. The book teaches and reviews basic grammar and vocabulary; listening comprehension activities centre around a cassette of authentic teenage dialogues and specially-composed pop music. A Teacher's Book and cassette accompany the text. Published by Eric Cohen Ltd.

"BAGRUT EXAMINATIONS 1983-1987", FOUR POINTS AND FIVE POINTS

Collections of past examination papers, including Listening Comprehension tests. Published by Eric Cohen Ltd.

TEXTBOOKS by LEA KIRSHENBERG

The following textbooks by Lea Kirshenberg have been approved by the Ministry of Education and Culture. Earlier versions of these books were not approved by the Ministry and teachers should ensure that the words "APPROVED BY THE MINISTRY OF EDUCATION" appear on the covers.

1. *"PASSAGES FOR READING AND LISTENING COMPREHENSION"*, accompanied by cassette and Teacher's Book (for Grades 11 and 12). 2. *"THE LIVELY WORLD OF ENGLISH"*, Book I and Book II (for Grade 9). 3.*"ENGLISH LANGUAGE WORKBOOK"*(Grades 11 and 12)

"A RICH CHOICE", a simplified edition of R.I.C.H. ("Relevant Issues in Contemporary Humanism"), compiled by Ora Zohar, Arleen Eidelman, Susan Haber and Aviva Pinchuk. For grades 11 and 12 (weaker classes); each unit may count as a non-fiction "piece" for 4 point Bagrut.

"MEANING IN ENGLISH", by Natalie Hess and Shai Aran, a textbook for Grade 10, based upon a collection of well-known short stories (such as "The Red Pony" by John Steinbeck, "The Vertical Ladder" by William Sansom, "The Jew of Saragossa" by Elie Wiesel and "The Bottle Imp" by Robert Louis Stevenson), together with the teaching of grammar and vocabulary and communicative language learning activities, both oral and written. A special Teacher's Edition is available. Published by Eric Cohen Ltd.

Reading Programme for the Upper School (Division) — Oral Bagrut

For the information of new teachers, the Reading Programme for pupils preparing for the FOUR POINTS and FIVE POINTS Bagrut is given below. The Reading Programme is tested within the framework of the Oral Bagrut examination.

READING PROGRAMME AND TEST

Pupils being tested for the *FIVE POINT* Bagrut will have *studied* the following programme: ONE DRAMA, TEN POEMS and FOUR OTHER PIECES (short stories, non-fiction prose). They will be *tested* on "half" of this programme, i.e., the drama PLUS one "piece" or PLUS five poems, OR three "pieces" PLUS five poems. Pupils being tested on the "drama Plus" option will not be given a choice by the examiner but pupils being tested on the "three pieces PLUS" option will choose one of the two choices offered by the examiner.

Pupils being tested for the *FOUR POINTS* Bagrut will have studied according to *one* of the following programmes:

1. ONE drama PLUS TWO of the short stories and/or non-fiction prose pieces (5 set poems may replace ONE of these);
2. TWO short stories plus TWO non-fiction prose pieces (5 poems may replace ONE);
3. SIX non-fiction prose pieces.
   Technical Schools may study Technical English texts (500 words each) as "non-fiction" prose.

FOUR POINT pupils will be tested on "half" of their reading programme: Programme 1 = *either* the drama *or* the other two items; Programme 2 = two items from the four; Programme 3 = three pieces.

Teachers will inform the examiner which pieces have been studied; the examiner informs the teachers which pieces will be tested. Schools are requested to try to have a school syllabus rather than different programmes for each class, in order to alleviate the examiner's load. Teachers must teach the full programme for the required level, or pupils may be accordingly penalised.

DRAMA:

1. Arthur Miller — *ALL MY SONS*
2. Arthur Miller — *INCIDENT AT VICHY*
3. Tennessee Williams — *THE GLASS MENAGERIE*
4. George Bernard Shaw — *PYGMALION*
5. George Bernard Shaw — *ARMS AND THE MAN*
6. W. Gibson — *THE MIRACLE WORKER* (4 points only)
7. Thornton Wilder — *OUR TOWN*
8. Samuel Becket — *ENDGAME*
9. Susan Gaspell — *TRIFLES* (4 points only)

SHORT STORIES:

1. J. Joyce — *EVELINE*
2. D.H. Lawrence — *THE BLIND MAN*
3. T. Beachcroft — *THE ERNE FROM THE COAST*
4. P. Roth — *ELI THE FANATIC*
5. D. Parker — *THE STANDARD OF LIVING*
6. B. Malamud — *ANGEL LEVINE*
7. B. Malamud — *A SUMMER'S READING*
8. F. O'Connor — *EVERYTHING THAT RISES MUST CONVERGE*
9. J. Steinbeck — *THE LEADER OF THE PEOPLE*
10. J. Stuart — *THE SPLIT CHERRY TREE*
11. P. Buck — *THE ENEMY*
12. S. Maugham — *MR. KNOW-ALL*
13. F. O'Connor — *MY OEDIPUS COMPLEX*

14. D. Lessing — *A MILD ATTACK OF LOCUSTS*
15. Tillie Olsen — *I STAND HERE IRONING*

POETRY

1. W.H. Auden — *MUSÉE DES BEAUX ARTS*
2. R. Frost — *MENDING WALL*
3. R. Frost — *STOPPING BY WOODS*
4. R. Frost — *FIRE AND ICE*
5. R. Frost — *THE ROAD NOT TAKEN*
6. T. Hardy — *IN A TIME OF THE BREAKING OF NATIONS*
7. W. Shakespeare — *SHALL I COMPARE THEE ...*
8. W. Shakespeare — *THAT TIME OF YEAR THOU MAY'ST IN ME BEHOLD*
9. W. Whitman — *O CAPTAIN, MY CAPTAIN*
10. T.S. Eliot — *THE LOVE SONG OF J. ALFRED PRUFROCK*
11. D. Thomas — *DO NOT GO GENTLE INTO THAT GOOD NIGHT*
12. Emily Dickinson — *BECAUSE I COULD NOT STOP FOR DEATH*
13. Emily Dickinson — *HOPE IS THE THING WITH FEATHERS*
14. Emily Dickinson — *THIS IS MY LETTER TO THE WORLD*
15. T. Roethke — *MY PAPA'S WALTZ*
16. E. Robinson — *RICHARD CORY*
17. W. Owen — *FUTILITY*
18. I. Rosenberg — *RETURNING WE HEAR THE LARKS*
19. W. Wordsworth — *THE WORLD IS TOO MUCH WITH US*
20. E.E. Cummings — *ANYONE LIVED IN A PRETTY HOW TOWN*
21. J. Milton — *ON HIS BLINDNESS*
22. William Stafford — *TRAVELLING THROUGH THE DARK*
23. Denise Levertov — *ILLUSTRIOUS ANCESTORS*
24. W. Blake — *THE SICK ROSE*
25. W. Blake — *THE CHIMNEY SWEEP*
26. W. Blake — *THE CLOD AND THE PEBBLE*
27. W. Hopkins — *SPRING AND FALL*
28. R. Burns — *MY LOVE IS LIKE A RED RED ROSE*
29. P. Shelley — *OZYMANDIAS*
30. A.E. Housman — *FROM THE SHROPSHIRE LAD XL*

31. Stephen Spender — *II*
32. Tennyson — *THE LADY OF SHALOTT*
33. C.D. Lewis — *WALKING AWAY*
34. P. Logan — *PICNIC*
35. J.C. Ransome — *JANET WAKING*
36. W. Whitman — *A NOISELESS PATIENT SPIDER*

NON-FICTION PROSE:

Schools are free to choose any non-fiction prose they may wish (minimum length, 500 words per text).

Ministry of Education and
Culture, English Inspectorate

mourns the loss of

LILAH BET-EL

English Inspector, Southern District

and extends its deepest condolences to her family.

LISTENING COMPREHENSION BAGRUT TEST, 1987

The following is the text of the above test, which as usual was broadcast twice — once in a British male voice and once in an American female voice. Examinees were given time between the broadcasts to study the questions and multiple-choice answers.

Good morning,

I wish to speak to you about a very important subject connected with the health of every one of us — cigarette smoking and its dangers. You have all heard and read a lot about this subject and I am sure that you agree with me that people should not start smoking — and if they do smoke, they should stop, the sooner the better.

In our country, a group of people have set up an organization called "*The Israel Association for the Prevention of Smoking*", and they intend to produce a number of films to be shown on television. *Dr. Tuvia Lehrer*, the head of the Association, says that the main idea behind these films will be to create an atmosphere in society which will make smoking *absolutely unacceptable*. The image now given by cigarette advertisements that *smoking is manly or sexy* is what these films will attack.

The Israel Association for the Prevention of Smoking is aiming its message as much at *non-smokers* as at smokers, because it is a well-known fact that smoking is dangerous not only for the smoker himself (or herself), but also for the person unlucky enough to be sitting or standing near the smoker and breathing in the smoke of other people's cigarettes. The Association wants to create public awareness that will show non-smokers that they have the right to live their lives free of smoke.

The *law* limiting smoking in *public places* went into effect in Israel at the beginning of 1984. It forbids smoking in *clinics, pharmacies, lifts, buses* and *libraries*. I think that it is a good law, but it *does not go far enough*, because *it does not include* government offices, banks, supermarkets or the work place in general. The *Association* was able to *persuade* the Ministry of Tourism to forbid smoking in Government Tourist Offices.

The Israel Association for the Prevention of Smoking was founded in 1972 by Professor Yitzhak Zamir, who at that time was trying hard to give up smoking. The Association today runs a number of programmes to help people win their fight against smoking. People do *not* become as *physically addicted* to smoking as they do to alcohol or drugs and so can be helped and cured more easily. In addition to the television films I mentioned earlier, the Association will also provide a telephone "*hot-line*" to help people get in touch with "self-help" groups to stop smoking. Moreover, special "*smoking aid*" *clinics* (like the "first-aid" clinics of

Magen David Adom) will be set up throughout the country with specially trained nurses. Finally, *special information teams* will go to all the army camps, because the smoking rate is higher in the army than in the nation as a whole.

Israel is the only developed country in the world where cigarette smoking among teenagers is *on the increase*. Results of a survey done by the Health Ministry show that *30 percent* of Israelis between 13 and 18 are addicted to cigarettes and that *60 percent* of soldiers in compulsory military service are habitual smokers. This represents a big increase in the number of smokers, at a time when *other developed countries* are reporting a 60 to 75 percent *decease* in the number of young people who smoke. The survey also showed that *almost all* of the young smokers have *tried* to stop smoking at least once but were *unable to do so*, and that *68 percent* expressed a *desire* to do so.

Thank you for listening — and don't start smoking! And if you do smoke, stop it now!

QUESTIONS

Circle the most suitable answer according to the context of the passage you have just heard.

(a) The head of the Israel Association for the Prevention of Smoking is:
- (i) the speaker
- (ii) Professor Yitzhak Zamir
- (iii) the Prime Minister
- (iv) Dr. Tuvia Lehrer

(b) The television films will try to:
- (i) show that smoking creates a pleasant social atmosphere
- (ii) change the image now given by cigarette advertisements
- (iii) show that smoking is manly or sexy
- (iv) advertise the Israel Association for the Prevention of Smoking

(c) The Association also aims its message at non-smokers because:
- (i) smoke from others' cigarettes can harm them
- (ii) they can influence smokers to stop
- (iii) there are more non-smokers than smokers
- (iv) they may otherwise become smokers themselves

(d) The 1984 Law makes it a crime to smoke in:
- (i) banks
- (ii) places of work

(iii) libraries
(iv) Government Tourist Offices

(e) People get *physically* addicted least to
  (i) smoking
  (ii) drugs
  (iii) Whisky, Vodka, Arak and other spirits
  (iv) wine

(f) The aim of the telephone "hot-line" is to:
  (i) tell people about the anti-smoking television films
  (ii) enable smokers to contact others who will help them
  (iii) give people information about the dangers of smoking
  (iv) enable smokers to contact the "Magen David Adom"

(g) The army camps are mentioned because:
  (i) soldiers do not smoke as much as civilians
  (ii) soldiers are not able to contact the "hot-line"
  (iii) most people serve in the army
  (iv) special information teams will go there

(h) The number of young people smoking
  (i) is about the same as it has been for the past few years
  (ii) is falling in Israel
  (iii) is falling is most developed countries
  (iv) is rising everywhere in the world

(i) The percentage of soldiers in compulsory military service who are regular smokers is:
  (i) 68%
  (ii) 60%
  (iii) 75%
  (iv) 30%

(j) How many of the young smokers in the survey wanted to give up smoking?
  (i) Most of them.
  (ii) None of them.
  (iii) All of them.
  (iv) About half of them.

BIAS IN AN ENGLISH DICTIONARY

The "international students' edition" of "CHAMBERS UNIVERSAL LEARNERS' DICTIONARY", meant for learners of English as a foreign language and edited by E.M. Kirkpatrick (EFL Adviser: Tom McArthur), has reached the editorial desk of the ENGLISH TEACHERS' JOURNAL. In it we find the following entry for JEW: "1. a person of the Jewish race or religion. 2. (offensive) a person who is mean about, or very anxious to make more, money" (one wonders whether, given the language learning tasks of the EFL student, his/her vocabulary load should include this entry, lexicologically-justifiable perhaps in a "full" dictionary, but nevertheless anti-Semitic and so unnecessary, even when modified by the mild term "offensive"). The next entry is intriguing indeed — JEWISH: "of the race or religion of a people originally living in the territory around Jerusalem but now found in most countries of the world". Such precision, not met in the entries for other peoples, so historically and geographically inaccurate — and all, we suspect, in a desperate search not to link together Jews and Israel. HEBREW is merely listed, together with Arabic, as a language of the State of Israel in a list of "Countries and Nationalities", all the entries in which are sovereign states except (as was only to be expected, given the circumlocutions for JEWISH) for PALESTINE, footnoted as "Although *no longer a state* (our italics), Palestine is included in this list because of its frequent occurrence in the news media." ARABIC is, of course, fully and unexceptionally defined both as "one of the main languages used in the countries of the Middle East", and also as the "religious language of Islam". Finally, the entry BIBLE reads as follows: "the sacred writings of the Christian Church, consisting of the Old and New Testaments".

One can only deeply regret that reputable publishers of dictionaries, in this case Chambers (with distribution undertaken by the Cambridge University Press — another cause for regret) should choose this type of definition in dictionaries intended for language learners, whose attitude to dictionaries is one of total belief.

Textbooks in Technical English

"TOOLS AND TACTICS IN READING TECHNICAL ENGLISH" is a series of three self-study books published by the School for Technology, Everyman's (Open) University, which teachers of Technical English in secondary schools will find useful. The entry level of English is Grade 9 and there is extensive paraphrasing in Hebrew (since the books are meant essentially for adults' self-instruction). The stated aims of the books are to improve and facilitate reading skills in Technical English (to expand and reinforce vocabulary, to acquire and practise a variety of reading strategies, and to increase reading comprehension abilities), to provide an opportunity for guided practice in reading Technical English, to promote independence in reading a variety of materials in Technical English, and to develop a positive attitude towards reading materials in Technical English. The

contents of Book One are: Scales (Comparing and Contrasting); How to Make an Electromagnet; Facts about Matter; Refrigeration and Refrigerators; Describing the Function of an Instrument; The Power of the Lens; From Counting to Computers; Sound and Noise; Electrical Hazards; Fire. The contents of Book Two are: What is Electricity?; Electricity in Practice; An Electrical Device; Light; Color Television; Record Players; Big Brother is Watching Your, Diet. The contents of Book Three are: Operating Instructions: Stereo Receiver Panel Controls; Operating Instructions: For Long and Safe Use of this Unit; Computer System Organization; Electrostatics and Magnetics; Buying a Scale; Robots Do the Dirty Work. Answer keys are provided. The three books are available for purchase from shops selling "Everyman's (Open) University" materials or from "LAMDA", Everyman's University, Rehov Klausner 16, Ramat Aviv (Tel: LAMDA 03-422633).

For Teachers and Student-Teachers: TEACHING THE PEDAGOGICAL GRAMMAR OF ENGLISH (repeat notice)

This handbook for teachers (revised edition), compiled by Raphael Gefen and published by the Ministry of Education and Culture, deals systematically with the grammar patterns specified in the Syllabus for Israel Schools. The patterns are described and explained, contrasted where necessary with Hebrew, and accompanied by didactic suggestions. The book also reprints the article "Teaching Grammar as Part of Meaningful Communication", which first appeared in the ENGLISH TEACHERS' JOURNAL (ISRAEL), No. 25.

New Edition: THE PLIGHT OF SOVIET JEWRY
(מאבק יהודי ברית המועצות)

A new edition (printed commercially, and with an Introduction by Nathan Sharansky) of this very important Reader, written by Carol Goldfus and Nomi Ballas (teachers at the University Secondary School, Jerusalem) has now been published and is available from Ministry of Education distributors (see list of these distributors in this section of the JOURNAL). The book is recognized as an option for the Non-Fiction Prose section of the Compulsory Reading Programme for the Upper Grades. In addition to the educational value of the readings and their relevance to our students, the book also contains exercises in Reading Comprehension strategies.

Repeat Notice — Teachers' Supplementary Material: *Communicate With Care*
("תרבות הדיבור") by Valerie Jakar & Norman Tarshish

A few copies are still available of this booklet, which consists of 9 units of supplementary material for teachers in the Upper Grades for encouraging, developing and improving the Oral skills, elements of language and values cherished by Jews throughout the ages. The material also includes other skills such as Reading

Strategies: comprehension, context cues, selection, extraction of information and story-telling.

Stress and Intonation, Register, question-tags, ways of apologizing and interrupting are coupled with notions embodied in Jewish culture, such as justice, civil liberties, repentance and everyday relationships with others, including a special chapter on '*Leshon hara*'.

Many of the skills required in the new Oral Bagrut syllabus are introduced and drilled – role-playing, group discussions and monologues.

The book is a joint publication of the English Inspectorate, the Unit for Promoting Jewish Values and the Curriculum Development Center; it is available from the English Inspectorate, Ministry of Education and Culture, Jerusalem 91911.

New Dictionary: HARRAPS ENGLISH-ENGLISH-ARABIC DICTIONARY
This new dictionary, similar in structure to the Oxford English-English-Hebrew dictionary now in use in schools, will be permitted for use in the FOUR POINTS Bagrut examinations, as from Summer 1988 (the Oxford English-English-Hebrew dictionary will also be permitted for use in the examinations as from Summar 1988). These dictionaries may be used in the THREE POINTS examination as of now.

Distributors of Ministry of Education Publications
Back numbers of the JOURNAL and other publications of the English Inspectorate ("Teaching English to Less-Able Learners", "Teaching the Pedagogical Grammar of English", Achievement Tests, Collections of past Bagrut papers) and the new edition of "THE PLIGHT OF SOVIET JEWRY" are available from the following official distributors:

Eric Cohen Books Ltd., 5 Hankin Street, Raanana (052-31725, 453206, 455345)
Eric Cohen Books Ltd., Shop 320, Floor E, Clal Building, Jerusalem (02-241773)
Atlas, 49 Tshlenov, Tel Aviv (03-378901, 377890)
Bettelheim and Tamir, 34 Nordau, Haifa (04-641666, 667045)
Rodik, 25 Gershon, Beer Sheba (057-32000)
Greenbaum, 59 Jerusalem, Safad (067-30249)
Atlas, 4 Shoshan, Jerusalem (02-247746)
Beth Hillel Slotsky, 4 Hillel Street, Jerusalem (02-244848)
Atlas, 2 Dvora, Haifa (04-667473)
Tamir, 29 Beth Hakerem, Jerusalem
Tamir, 2 Ben-Yehuda, Jerusalem (02-249556)
Shivuk Amir, 7 Alkalai, Tel Aviv (03-446095)
Aldin, 89 Weizmann, Kfar Saba (052-442851)
Papyrus, 73 Shderot Herzl, Ramle (08-860036)
Halutz, 46 Herzl, Bat Yam (03-860036)

The textbook *Translation from English to Hebrew* and a collection of past GEMER examination papers are also available from GOOD TIMES publishers and from ERIC COHEN Ltd.

Newspapers in Simplified English

The GOOD TIMES Publishing Company issues the following monthly newspapers:

ABC Times — for Grades 5, weaker 6, good Grade 4.
Sunshine — for Grade 4.
Just for You — for Grades 6 and weaker 7.
Good Times — For Grades 7, 8, 9.

Address: GOOD TIMES, POB 3576, Jerusalem 91035. Tel: 02-525353.

THE JERUSALEM POST publishes the following monthly newspapers:
Hey There! — for Grades 7-9 and less advanced older pupils.
Student Post — For Grades 10-12.

Address: THE JERUSALEM POST, POB 81, Jerusalem 91000. Tel: 02-551616, Ext. 218.

Ministry of Education Pedagogical Centres: Audio and Audio-Visual Aids for Learning English (repeat announcement)

The following materials are available:

Audio-Cassettes Accompanying Instructional Television Telecasts

Grade 5:	songs from the series "Neighbours"
Grade 6:	"Here We Are" — cassette for lessons 1-10; cassette for lessons 11-20; cassette for lessons 21-30. Total 3 cassettes.
Grade 7:	"Gabby and Debby" (Alternative Edition) — cassette for Units A-B; cassette for Units C-D; cassette for Unit E. "Debby in Hospital" (Alternative Edition) — cassette for Units 1-4; cassette of songs. "Adventures in Listening" for the Regular Edition of "Gabby and Debby" and "Debby in Hospital" (2 cassettes). Total for Grade 7 — seven cassettes.
Grade 8:	"Television Tales" (two cassettes)
Grade 9:	cassette to accompany "Actors Wanted".
Grade 10:	"Here, There and Everywhere" — cassettes to accompany each of the following Units: "On the Move", "Out On Your Own", "Different Viewpoints", "Along the Way".

Grades 11-12: cassettes for the Literature Syllabus for the Bagrut Reading Programme (in conjunction with Everyman's University):

1. The Standard of Living; Eveline
2. Everything That Rises Must Converge
3. The Blind Man
4. The Blind Man (contd.); Poetry
5. My Dungeon Shook; One Vote For the Age of Anxiety

Bagrut Examinations: Listening Comprehension Test
Cassette of the 1979-1983 tests
Cassette of the 1984-1986 tests.

Listening Comprehension for Grades 9-10
Series of "Pedagogical Pop" and "Short Stories", BBC programmes for learners of English, as originally broadcast (for loan only, not for sale).

English Songbook
Songbook and accompanying cassette (songs for all Grades)

Video Cassette for the Bagrut Oral Test
Video (1987) of sample interviews, "extended speech", role-playing, literature programme and group discussions. Available for loan and may be copied by schools; Mr. Yossi Beijel of the National Pedagogical Centre is willing to make copies (free of charge) for schools sending him an empty video cassette.

"Jewish Festivals", by Miriam Kishon and Rivka Lustig
Resource book for teachers, for Grades 5-9. Explanations, exercises, games, illustrations (Note: not audio material).

To order the above material, telephone first to check the current price — 02-238331, 02-238334, 02-238348. Payment is by means of Post Office Bank Account 0-10410-5, payable to "National Pedagogic Centre, Ministry of Education" (המרכז הפדגוגי); send a copy of the receipt to Mr. Ezra Mizrahi, National Pedagogic Centre, Ministry of Education and Culture, Jerusalem 91911. Remember to indicate which publication you are ordering and the name and address to which it is to be sent!

Achievement Test for Grade 6
An Achievement Test for Grade 6 is available from Atlas, Rehov Shushan, 4, Jerusalem (02-247746); the Teacher's Guide is available free of charge from the English Inspectorate, Ministry of Education, Jerusalem 91911. Write in Hebrew, on school-headed notepaper.

Back Numbers of the Journal

Copies of the following back numbers are available free of charge from the English Inspectorate, Ministry of Education, Jerusalem 91911: *Issue 28* (June 1983) — articles on Computer-Aided Instruction for English, Teaching English to the "Disadvantaged", A Suggestion for a Differential Syllabus for the "Least Able" Learners, Drama in Second Language Learning; *Issue 26* (January 1982) — articles on Teaching Poetry, Composition, Teaching Gifted Children; *Issue 24* (December 1980) — articles on Testing the Oral Skills, Choosing Textbooks, Games.

BAGRUT Examinations in English: THREE Points and FOUR Points

In the official statement regarding changes in the Bagrut examinations, sent to schools by the Minister of Education and Culture, Mr. Yitzhak Navon, the following points relevant to English were included:

(i) the minimum level for acceptance to universities is 4 points;

(ii) there will continue to be an examination at the 3 points level, and school graduates at this level will be awarded a Bagrut certificate for the benefit of those who do not wish to continue their studies at university but require a Bagrut certificate for other purposes of further studies or for acceptance for various job openings;

(iii) a 1 Point Bagrut examination, to raise a student's level from an existing 3 Points to a level of 4 Points, will continue to be provided, in order to enable university applicants to reach the minimum required level for university registration.

The statement mentions that the decision not to abolish the 3 Points level was the result of requests made to the Minister. Special programmes will be provided (e.g. "Second Chance" Bagrut preparation programmes) to help students from socially-disadvantaged backgrounds attain a 4 point Bagrut.

Israeli Teacher Receives TESOL Award

Judy Yaron, English teacher at the Ben Zvi Intermediate School Kfar Saba last year and now at Mishmar Hanegev, has been awarded the 1987 TESOL/Newbury House Award for Excellence in Teaching. "TESOL" is the U.S.A.-based international organization of EFL teachers, at whose recent conference Judy spoke. This award is given to the teacher "who exemplifies those qualities associated with excellence in the language classroom — skillful teaching, student and community involvement, continued professional development, and sharing information with colleagues." Judy Yaron is the author of a textbook for weak learners now being printed. Congratulations!

Bagrut Results, Summer 1987

Examination results showed an improvement this past examination date, as the following table indicates:

Examination Paper	Number of Examinees	Average Mark	% Passed
5 Point Exam	12,868	76.5	97
'School Mark'		79.4	99
Final Mark		77.4	97
4 Point Exam	15,422	64.1	75
'School Mark'		68.2	92
Final Mark		63.9	78
3 Point Exam	5,797	52.4	46
'School Mark'		60.6	80
Final Mark		54.8	54

ARTICLES ON TEACHING WRITING

1. TEACHING THE WRITING SKILLS: THE NEW SYLLABUS

by *Raphael Gefen*

The following extracts from the NEW SYLLABUS FOR ISRAEL SCHOOLS (see INFORMATION FOR ENGLISH TEACHERS in this issue of the JOURNAL) indicate the main principles underlying the teaching of the WRITING SKILLS in Israel schools, Grades 5-12.

The Writing Skills are listed as a subcomponent of "Linguistic Competence" ("ACCURACY"), which is integrated with "Pragmatic Competence" ("FLUENCY") and "Sociolinguistic Competence" ("APPROPRIATENESS" or "APPROPRIACY"); thus, in addition to the various skills of Writing listed below, the pragmatic skills of paraphrasing and dictionary usage are also involved, as well as knowing the differences between the spoken and the written language and different levels of formality in writing ("Sociolinguistic Competence").

Syllabus Section 2.4.6 — WRITING SKILLS

"The following skills are taught:

(i) *Legible Handwriting.* Primary Schools should first learn to copy print (apart from "a" and "g") and then to write *SCRIPT* rather than *CURSIVE* handwriting. The two major characteristics of "script" are:

a) capital letters are the same as in print,

b) lower-case letters are "connected print", except for "a" and "g", which are "cursive".

This resemblance between print and script will enhance the learner's reading comprehension and avoid the necessity of learning two more alphabets (capital and lower-case); "script" is also an aesthetic and very legible form of handwriting. Teachers should make every effort to ensure that pupils write neatly and legibly.

(ii) *Writing as a Mnemonic Device.* Writing at all levels serves primarily to reinforce the vocabularly and grammar learnt orally or from a reading text. As such, all new items for active use must not only be heard, said and read, but also written down — if possible in a context (phrase or short sentence) that exemplifies or defines the meaning.

(iii) *Writing Tasks.* These tasks, taught at different levels of sophistication and difficulty, include the following:

a) copying correctly from the blackboard, textbooks, screen, etc.

b) dictation, unscrambling spellings, punctuation exercises

c) grammar exercises (practice)

d) vocabulary exercises (completion exercises, unscrambling jumbled word order, unscrambling ("editing") sentences in a paragraph, matching parts of a sentence,-cloze exercises, matching words and their meanings, "generative rhetoric")

e) writing sentences and short paragraphs in order to contextualize productively new lexical items or grammatical structures

f) writing guided compositions (controlled grammar) of paragraph length or more

g) writing controlled compositions (controlled subject and vocabulary) of paragraph length or more

h) writing answers to questions on Reading Comprehension and Listening Comprehension passages

i) writing conversations (Direct Speech) in order to practise the transcription of informal spoken language (e.g. the use of contractions)

j) writing summaries, memoranda, notes and reports

k) filling in forms, completing charts, answering questionnaires, writing personal information, writing directions, drawing up lists

l) "free" short compositions on subjects relevant to the learner, e.g. personal letters, supplying information about himself/herself, asking for specific information, giving personal opinions about events and issues; some pupils may also be encouraged to write imaginatively.

(iv) *Writing Styles.* Pupils in the Upper School, candidates for the Upper Level of the Bagrut examination, should be taught the following styles of writing:

a) writing to apologise, advise, invite, request, congratulate, sympathise, thank someone, etc.
b) writing letters of application
c) writing compositions on social issues (expository writing).

These pupils should also be taught the major techniques of essay-writing and the development of an argument. They should also be taught how to express their thoughts, feelings and opinions in writing in such a way as to interest, inform or convince the reader. NOTE: see also "DISCOURSE STRATEGIES" (Syllabus Section 2.4.7) for remarks on COHERENCE and COHESION.

Writing in the foreign language will mainly serve as a reinforcement of the other skills (see (ii) above). Negative interference from the mother-tongue is most evident in written work (especially that requiring original thought) and hardest to eradicate. Written work should therefore be carefully graded and supervised, free expression limited, and topics kept as close as possible to the pupils' environment and interests and to vocabulary and syntax already familiar to them.

SOME FURTHER NOTES ON "RECEPTIVE" AND "PRODUCTIVE" SKILLS

As a general rule, the Receptive skill of LISTENING should precede the Productive skill of SPEAKING, and the Receptive skill of READING should precede the Productive skill of WRITING, in order to provide meaningful contextualized exposure to the language, including structures and words not yet learnt systematically in class; however, the number of these new "exposure" unlearnt items should be weighed judiciously so as to enable the learner to infer their meaning from the context, most of which should be familiar, and thereby not to overwhelm the learner with too much new material.

Nevertheless, all four skills, both Receptive and Productive, should be used in close proximity to one another: in a school situation, active learner-centred programmes should require the integration of all four skills, except for the first stages of Primary School English, when Listening and Speaking are required, but not Reading and Writing.

Syllabus Section 2.4.7 — DISCOURSE STRATEGIES

"Discourse" refers to spoken or written texts of more than sentence length; pupils should be taught the skills involved in comprehending and producing these longer units. Beginners should be trained to comprehend and to express themselves in phrases and sentences rather than in isolated words, but Intermediate and Upper School learners should also be comfortable with longer texts in reading and writing and with connected speech....

In teaching *discourse features*, teachers should stress the interconnections and interdependence of the sentences, showing the meaningful organization of the message (COHERENCE, e.g. the logical development of the ideas, the main points and subordinate points) and the linguistic organization to show the relationships between the parts (COHESION), especially the roles of anaphora (the back reference of pronouns, articles, demonstratives, etc.), cataphora (forward reference), the use of sentence-connectors (e.g., "therefore", "however", "firstly"), the use of ellipsis, the function of conjunctions ("and", "but", "because", etc.), repetitions, and other syntactic and lexical devices.....

Cloze passages are useful exercises in focusing attention on and giving practice in discourse strategies... Discourse strategies in English should be contrasted (similarities as well as differences) with those in the mother-tongue, wherever appropriate.

Syllabus Section 2.4.8 — SPELLING AND PUNCTUATION

Spelling is listed in this Syllabus as a distinct component of Linguistic Competence, rather than including it under "WRITING SKILLS", in order to stress its importance in Foreign Language Teaching as a means of focusing attention on vocabulary acquisition and morphology and as a pragmatic mnemonic device for learning vocabulary. The orthography of the written word parallels the phonology of the spoken word: not dealing thoroughly with spelling is equivalent to not dealing thoroughly with pronunciation (indeed, it is more important, since in pronunciation a non-native accent is acceptable, whereas a non-native spelling is not). Pupils should therefore learn the spelling of every word that they are expected to know for active use. Both American and British spellings are acceptable, but teachers should be consistent in teaching the variety they use; pupils should also be made familiar with the other variety (in the Upper Grades of school).

Punctuation is taught incidentally, via the teaching of Reading and Writing. The main points to be covered in school are: (i) Capitalization, (ii) The Full Stop (Period), (iii) Inverted Commas (Quotation Marks), (iv) The Colon, (v) The Comma, (vi) The Apostrophe, (vii) The Question Mark, (viii) The Exclamation Mark, (ix) Round Brackets (Parentheses), (x) The Semi-Colon.

Syllabus Section 4.1.5 — GRADED OBJECTIVES IN THE PRIMARY SCHOOL

Reading in Primary School comes to reinforce speech; writing comes to reinforce reading, and should therefore be limited to some kind of repetition of the reading material. The writing system to be taught is "SCRIPT" rather than "PRINT" or

"CURSIVE". Many pupils find it useful to copy PRINT before learning to write SCRIPT. Pupils should have mastered the Script alphabet, capitalization and the other major punctuation conventions by the end of Grade 6. Teachers should also make every effort to have their pupils spell correctly (dictations, etc.).

Syllabus Section 4.2.2 — GRADED OBJECTIVES IN THE INTERMEDIATE SCHOOL (DIVISION)

Writing activities, whether at a sentence or a paragraph level, should still be controlled and teacher-guided in Grades 7-9. Free, unguided compositions should not be set, but by a graded progression through suitable Repetition, Completion, Substitution and Transformation drills, through dictation, Cloze exercises, and various forms of "guided" and "controlled" composition, the pupil should then be ready for the freer written expression of the Upper School (Division).

This increased attention to reading and writing in the Intermediate School must not detract from a general adherence to the principles of the ORAL APPROACH ....

Syllabus Section 4.3.1 — GRADED OBJECTIVES IN THE UPPER SCHOOL, GRADES 10-12

The Writing skills are still seen mainly (but not exclusively) as reinforcements of the other skills, but candidates for the Upper Level Bagrut examination are taught composition skills for self-expression on subjects dealt with in class or close to the pupils' own interests."

2. WRITING IS REWRITING

by *Jean Vermel*, English Inspectorate and Bet Berl College

Do you spend hours correcting your pupils' writing only to discover that when you hand the papers back to them, they just look at the grade and not at the corrections? Is there any way to ensure that they will indeed look at the corrections, understand, and internalize them so that they will not occur again?

If, as for most of us, your answer to the first question is yes, and to the second question — no, then perhaps it is worth our while to reexamine what writing is and what our goals actually are when teaching writing.

How do we ourselves write a letter, fill out an application, write an article, give an opinion, etc.? Do the words flow automatically when we sit down to write? Or

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do we first write a draft, correct it, rewrite it, show it to someone who proofreads for spelling and grammar mistakes (if we are writing in a foreign language), and only then copy it over, corrected, in a final draft form for whomever it was written.

Most pupils when writing a composition make what they call a "rough" or "scrap" copy and then rewrite this copy for the teacher. We know only too well that the "rewriting" referred to here is not the process described above but just a copying over of the original paper rewritten so that the teacher can read it.

While it is important to end up with a neat, correct piece of writing — the "product" — it is of no less importance to seriously consider the actual writing — the "process". This process includes writing, rethinking, changing our minds, finding a better word, rewriting a sentence until the version we have is the version we want. Our pupils miss out on and are deprived of this very process when they get back their compositions already corrected. The only advantage to handing back corrected papers is that eventually this exercise improves the teacher's proofreading skills, but does little in the way of training the pupil. By making the corrections, we do not give the pupils the chance to look up correct spellings, to discover for themselves that they keep making the same grammar mistakes, and to see that their ideas do not always follow logically.

What I would like to suggest, then, is that the teacher place less emphasis on the "product," and make the "process" the goal in the writing classroom. In other words, not to hand back corrected and graded compositions, but to allow the pupil to correct and rewrite his composition for as many drafts as he wishes until he himself is satisfied with it. To create such an atmosphere where the process is more important than the product, make sure the pupils realize:

1. It is okay to make mistakes — they can always be corrected;
2. It is all right to change your mind about an idea;
3. Re-writing might help you discover how you actually feel about a certain issue.

Following this approach does not mean that the teacher disregards such familiar goals as preparing the pupil for the Bagrut, teaching grammar, syntax, lexis, etc.

While such an approach might seem contradictory to producing correct writing, it is, in the long run, an important stepping stone in helping pupils acquire the skills necessary for producing a good product.

What does "rewriting a composition" really mean? Clearly, it does not mean merely copying over the paper so that it becomes legible. It does mean focusing in on the teacher's guidelines or coding system (ww = wrong word, w. tense = wrong tense; agree. = subj. and verb do not agree, etc.) and on communicative comments ("Your main idea is excellent but your examples don't prove the idea. Your ending is not connected to either the main idea or the introductory paragraph", etc.).

It also means using different "tools" to get the correct answer. Asking a neighbor or any other informant is just as valid as using a grammar book for correcting grammar mistakes, or using a dictionary (English-English or Hebrew-English) to find correct spellings.

Having accepted the premise, then, that teaching writing includes teaching rewriting, a most likely question concerns the number of compositions a pupil should write over a eyar. If a pupil writes and rewrites his composition three times, how will he be able to get in 6-8 compositions a year? He will not. But you, the teacher, will be substituting quality for quantity by only expecting 3 or 4 compositions, and each composition will be the best writing the pupil can produce, with only the last draft actually graded (not corrected) for accuracy and fluency. Each pupil will feel that he has done his very best, and that he has gotten the highest mark possible. Most pupils should receive at least 80-85% because they have already made most of the corrections suggested.

A second question often asked is "Do the pupils really learn from their mistakes, and not repeat them?" There is always the possibility that pupils will repeat mistakes (as we all do in "real" life) but our aim is to heighten their awareness by letting *them* do the correcting, by giving *them* the responsibility for handing in a good piece of writing. Most pupils are so thrilled by the idea of getting a second chance that they usually make a serious effort at going over and correcting their own work before handing it in again.

In closing, I think that these evaluative statements from my pupils written at the end of a year's (re)writing course speak for themselves:

> I liked having the opportunity of rewriting the composition until I was satisfied with it.
>
> I now write with fewer mistakes because I'm more aware of where I usually make them.
>
> I feel that not only has my English writing improved, but so has my Hebrew writing.
>
> Your comments helped me reorganize my thinking.
>
> I worked hard on every draft, but I don't think this was negative. On the contrary, I felt it gave me a lot of confidence.

3. A POTPOURRI OF WRITING IDEAS

by *Ellen Gordon*, No'am School, Jerusalem

Calling Forth the Muse

The secret to eliciting good quality writing is to assign projects with regularity so that they become routine, and with variety so that they remain vibrant. As is often the case, the old adages apply well here: "Practice makes perfect," and "Variety is the spice of life." With practice comes polish and the elimination of the main obstacle to writing — panic at facing the unknown. This once accomplished, however, the writing dynamic having turned into a comfortable routine, it is essential to introduce the ongoing stimulation of fresh topics and forms to prevent the opposite reaction — boredom — from setting in. A new driver is insecure, freezing at every light; yet an experienced motorist might fall asleep at a too-familiar stretch!

Although for present purposes it is not my intention to discuss methodology, rather a gamut of writing subjects, I could suggest an idea I have found helpful — assigning choices, neither too broad nor too narrow. The muse seems to be more easily called forth when it has some direction, not total free rein. In any given assignment the options might be either in selecting a topic or a mode of expression. For example, a creative assignment about a holiday could be expressed in a number of ways — in a poem, story, caligram[1] (a literary form where the writing is graphically in the shape of the subject being expressed), acrostic[2] (a form where each letter of the subject word is used to relate an idea), or even a simple puzzle (allowing a weaker student a chance at successful expression). Alternatively, a specific form of writing, like an acrostic, might be open to any choice of subject — a food acrostic, an animal acrostic, names of trees or flowers, or perhaps an acrostic built upon a famous person. Whenever a particular piece of work is requested, the possibility of a poem is always in place as an acceptable means of conveyance, even preferable, but *never* required. A poem is probably the hardest form to churn out on order, unless a very specific poem like a limerick or haiku is carefully guided.

A Potpourri of Writing Ideas

In offering writing suggestions I would like to begin with the most ambitious and challenging and then work downward. A most exciting project is a term's assignment of a magazine. Each student chooses a subject and develops it fully so that it encompasses all fields of interest, any one of which could be an exciting undertaking in its own right. Included would be a table of contents, feature articles, ads, recipes, fashions, hobbies, reviews, sports, interviews, politics, family section, fiction, travel, fun page, jokes, problems and advice, letters to the editor, medical news, etc. etc. I have found this to provide an exceptional sense of accomplishment, greatly enjoyed by the student and immeasurably productive. Much class time can be allocated, and it can be handled from the lowest to the highest level. An autobiography with photos and full family history including interviews is an excellent variation.

Many written assignments could be follow-ups of material learned in class, such as a journal for the days of the week, menus for food lists, or interviews of people with different jobs; but there are a number of "fun topics" which are particularly well received by students and are usually cleverly handled. Among them is alphabetizing[3] (writing a sentence, paragraph, or even a whole story — depending on the level of the student) using only words beginning with the same letter, or words following the order of the alphabet. Another marvelous gimmick is having the pupils complete a story beginning with a cliff-hanging introduction[4] like, "I was up late last night finishing my report. It wasn't until 2:00 A.M. that I finally crawled under the covers when all of a sudden ....

A similar example in this category is their completing and perhaps expanding sentences like these:

I will not put up with ______________________________
Try as I might I can never ______________________________
There are times when ______________________________
I would give anything for ______________________________
It isn't fair that ______________________________
If only I could ______________________________
No more will I ______________________________

Still another successful task is having the students identify themselves with an inanimate object (or such variation) describing a day in their lives or developing a whole autobiography. They could be a football, a shoe, a shekel, a toothbrush, or maybe a bird or a tree; and they love to have their fellow students guess "Who or What Am I?" in response to their unidentified description. Retelling an incident from different points of view is also popular among students. They enjoy describing a hijacking, a robbery or even the arrival of a new baby through the eyes of different observers.

Colors and animals too lend themselves to rewarding writing experiences, with formulations like, "I feel yellow when I've had a great day and everything is bright and shiny," but "Grey is my color when my mood is cloudy and depressed." Maybe your students start out the day like eager tigers, but creep into bed like snails at night. Further favorite topics are descriptions, accompanied by photos of "Myself," "My Family," "My Room," etc. The four seasons, as well, are always popular, and how nice to answer questions like "What is love? ... friendship? ... happiness?"

There are certainly no limits to writing ideas, but since there are indeed limits to the length of an article I will end with some great variations on the classic book report (so many ideas for which I have collected from the English speakers teacher support group I have been involved with for the past two years).

1. Make up a new ending for the book.
2. Interview a character.
3. Describe several characters.
4. Retell the story through the eyes of a character.
5. Interview the author.
6. Do a book flap with one flap a summary and the other a biography of the author.
7. Draw several pictures of different scenes in the story with accompanying captions.
8. Describe the most exciting part, the funniest, or scariest.
9. Tell about the character you most identified with, disliked, or admired.
10. If you were writing the book, how would you have changed it?
11. Make a diorama (a 3 dimensional scene depicted and described).
12. Prepare 10 questions and 10 answers.

Footnotes 1. Caligram — Examples would be:

apples apples
apples apples
Apples are tart
or sweet, juicy,
hard and delicious
fruit, full of many
good vitamins.
A real treat!
Yummy!

vanilla coffee
ice
cream cone

2. Acrostic —

e normous,
l oud,
e ats
p eanuts —
h as
a
n ifty
t runk.

s campers
q uickly
u p —
i ndependent
r odent
r eserves
e dibles for
l ater.

3. Melvin Miller, the marvelous man, munched mounds of minty marshmallow morsels on Monday morning in the middle of May.

4. Other examples
   a) You'll never guess what happened to Joey ...
   b) At 8:00 Yaakov arrived at school as usual when ...

Ellen Gordon has been teaching the English speakers in Noam School, Jerusalem, for nine years and is the author of **Search-A-Word Category Puzzles**.

****

(Editor's Note: other articles on teaching the writing skills appeared in the following issues of the ENGLISH TEACHERS' JOURNAL —
Beginning Handwriting in English, by Opal Dunn (issue 34, December 1986)
Written Reformulation as a Source of Input for Learners, by Andrew D. Cohen (issue 30, July 1984)
Error Analysis of Free Composition: the Theory and the Practice, by E.A. Levenston (issue 29, January 1984)
Composition — Approaches and Evaluation, by Hassida Stern (issues 25 and 26, July 1981, January 1982)
Teaching Writing to High-School Students, by Anita Erlich (issue 22, December 1979)
Teaching Script Handwriting to Beginners, by Raphael Gefen (issue 16, December 1976)
Developing Writing Skills, by Donn Byrne (issue 12, October 1974)

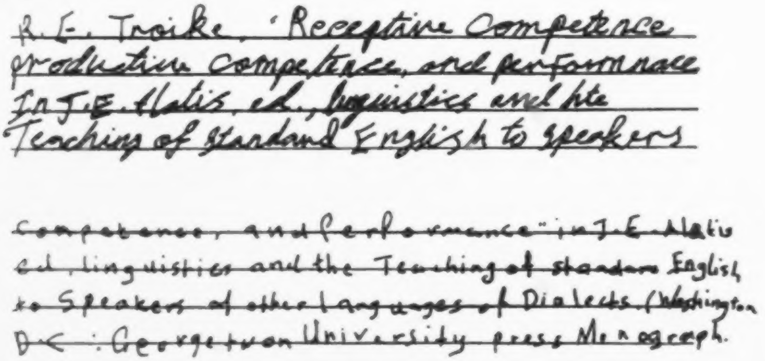
4 Writing English Script: An Overlooked Skill

by *Wendy E. Ball*

This article was reprinted with permission from *ELT Journal*, Vol. 40/4. *ELT Journal* is an international journal for teachers of English to speakers of other languages. Articles seek to reflect the relationship between classroom practice and current theory and research; special features include extracts from conversations with well-known writers and teachers. Published by Oxford Journals Subscription Department, Oxford University Press, Walton Street, Oxford OX2 6DP, U.K.

Over the past two years I have made a study of the handwriting and layout capabilities of Arabic-script writers, and I have come to believe that this aspect of language learning offers tangible evidence that certain students are lacking an important language-learning skill, hitherto forgotten or ignored: the skill of understanding and using the graphic structure of a written foreign language. In this article I wish first to describe the symptoms which occur when this skill is lacking. I then hope to identify and define this skill, assessing its importance. I will look at present-day methods involving this skill, and finally offer some recommendations for change.

Symptoms



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Teaching of standard English to speakers

~~competence, and performance" in J.E. Alatis~~
~~ed, linguistics and the Teaching of standard~~ English
~~to Speakers of other languages of Dialects.~~ (Washington
~~D.C.: Georgetwon University press~~ Monograph.

Figure 1

Some teachers will be familiar with handwriting like that shown in Figure 1. These samples were written by students whose mother-tongue script is Arabic, and one can see various distinctive features that are often found in the writing of such students. In analysing these samples, we can describe the components in ascending order of size.

1. *Strokes*: There is a tendency to use right/left orientation when forming the letters, as in Figure 2.

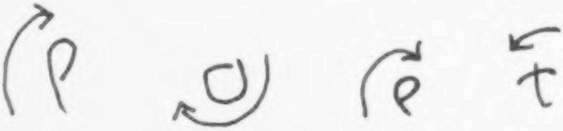
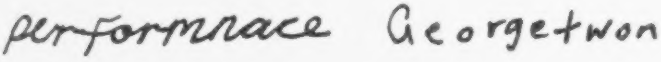


Figure 2

2. *Letters*: These are often transposed, as for example in Figure 3:



performnace Georgetwon

Figure 3

3. *The line*: The line of writing is often placed in incorrect relation to the lines on the page. It is difficult to explain this, as all scripts are linearly disposed. The error is probably due to different writing postures, as well as to writing in an alien direction.

4. *The page*: Layouts often assume the characteristics shown in Figure 4.

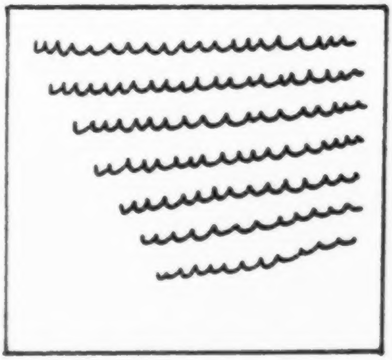


Figure 4

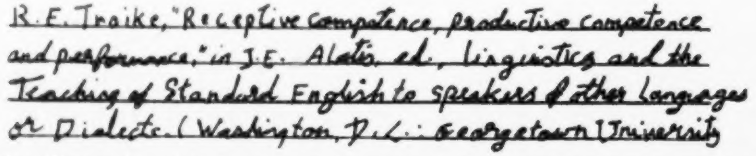
From these errors we can see that the main difficulty in handwriting for Arabic-script writers is in switching their writing direction. The influence of right/left orientation in the mother tongue (L1) seems to be a strong one. We need to understand what skills are involved before attempting to suggest corrective measures.

The first point to make is that the skills involved are non-linguistic. This is illustrated by Figure 5, which shows that students at many levels can have inadequate handwriting. In my experience, once beyond the beginner level, a relatively consistent proportion of students suffer from the problem all through the elementary and intermediate stages. We have here a skill unrelated to language competence.

It might be argued that this skill is purely mechanical and thus of no concern in the language-learning situation. However, perceptual and motor skills are inextricably linked, and transposed spellings indicate that there are more than mechanics at work in the confusion of right and left. If this non-linguistic skill is more than a motor skill, what happens in reading, where no production is required?

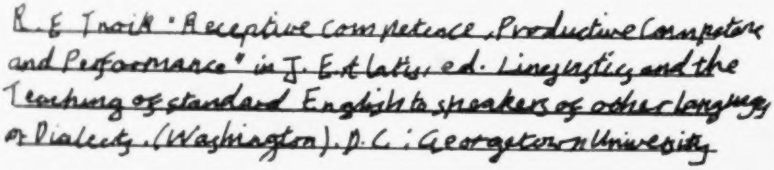
Teachers of Arabic-script writers sometimes find students confidently turning to page 62, when they really want page 26, and students rearranging pictures to make stories with a right/left orientation.

The "errors" so far considered seem to concern orientation only. Yet some more disturbing problems emerge in the tactics used by students when reading for information. Using some advertisements similar to those shown in Figure 6, a group of elementary students were asked what jobs were being advertised. The students' answers included any words that they recognized, such as ***house***, ***queen***, *restaurants*, and those that were not recognized were ignored. Students do not instinctively use visual clues such as typeface, spacing, and the positioning of information. Without training, their approach is haphazard.



R.E. Traike, "Receptive competence, productive competence
and performance," in J.E. Alatis, ed., Linguistics and the
Teaching of Standard English to speakers of other languages
or Dialects. (Washington, D.C.: Georgetown University

Figure 5(a): Written by a false beginner (with a score below 5 on the British Council Mini Platform Test)

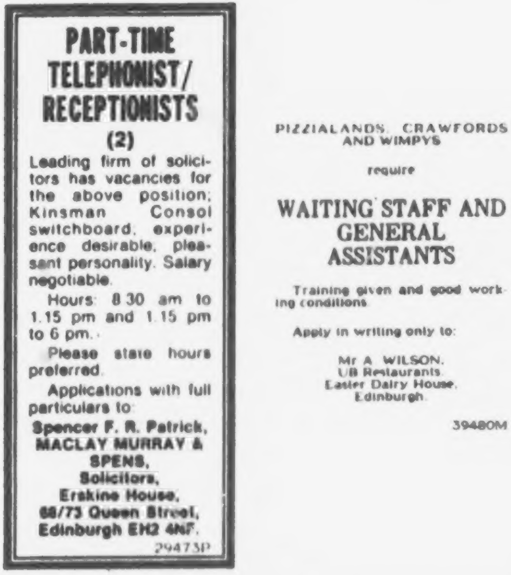


R.E. Troik "Receptive competence, Productive Competence
and Performance" in J. E. Alatis, ed. Linguistics and the
Teaching of standard English to speakers of other languages
or Dialects. (Washington). D.C.: Georgetown University

Figure 5(b): Written by an upper-intermediate student (with a score of above 40 on the British Council Mini Platform Test)

Thus linguistic *and* non-linguistic skills are needed to read and write competently. Acquiring these non-linguistic skills in a foreign language involves a change of perception and, like linguistic skills, they are vulnerable to L1 interference. These are the skills of understanding and using the graphic structure of the written language. The problems so far mentioned are suffered by Arabic-script writers; writers of Indian and Far Eastern scripts seem to have less difficulty in transferring their mother-tongue script skills into English. This could be due to school teaching methods or to less interference from the mother tongue. Nevertheless, whatever the mother-tongue script, an understanding of graphic structure is still needed when a second language with a different graphic system is being learnt. Surely as teachers we should be teaching and developing these skills, instead of ignoring them.

Inadequate handwriting, poor layout, and difficulties in reading are the primary symptoms of a student who has a weak grasp of the graphic structure of English. But this is not the end of the problem; there are secondary symptoms:



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Edinburgh EH2 4NF.

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39480M

Figure 6: Lower-elementary students would have difficulty in understanding the language in these advertisements. However, the typefaces and layouts can give valuable clues as to what the main items are.

- difficulty in keeping pace with the class, as the writing process is slow and painful;
- inaccuracy in recording language, which leads to bad performance in information-gap and note-taking exercises (because these exercises are particularly reliant on quick and legible handwriting);
- lack of motivation, because difficulties with handwriting are thought to be childish and are therefore embarrassing;
- further inaccuracy in spelling and grammar, caused by attempts to speed up.

How can we ignore students with these learning problems?

Diagnosis

We need to examine and define in more detail the learner's use and understanding of graphic structure before assessing their relative importance. Any script has certain graphic characteristics that allow for the discrimination of writing from any other graphic displays. These characteristics have been listed by Gibson and Levin (1975:167-7) as follows:

1. Writing is rectilinear.
2. Writing is unidirectional.

3. Writing has a fixed orientation: elements of writing cannot be transformed relative to each other.
4. Writing is patterned: there is a small number of basic shapes, for example curves, horizontals, verticals, etc., that can be combined in patterns to make the completed graphic display.
5. Writing has gaps. The size of the gap is related to the size of the unit: small gaps between letters, larger gaps between words, and larger ones still between paragraphs.
6. Written units are approximately equal in size: letters take up approximately equal spaces, as do words, as do paragraphs.
7. Writing has different forms, such as print, cursive, upper and lower case, and these forms are not usually mixed.

These characteristics do not operate in isolation. They are intimately related to one another and thus determine the complete form of the writing on the page and create a graphic structure. In the same way that grammatical structure is determined by the relationships between the different grammatical units (for instance verbs, adjectives, subjects, objects, etc. all operating in a semantic matrix), so graphic structure is determined by the relationships between the different graphic units (letter strokes, lines, orientations, positions, etc. all operating in a spatial matrix). Figure 7 is an attempt to analyse the graphic structure of an advertisement, and to show how the different graphic units interrelate.

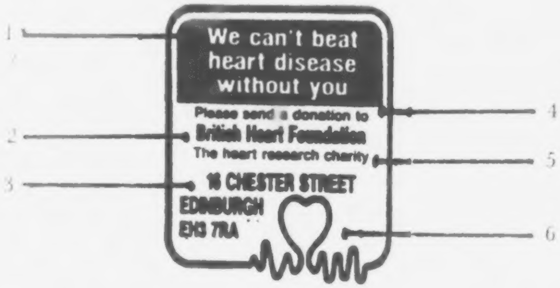

1
We can't beat heart disease without you
Please send a donation to
British Heart Foundation
The heart research charity
16 CHESTER STREET
EDINBURGH
EH3 7RA
2
3
4
5
6

Figure 7

1. *The main message is in a striking typeface in the top-centre position.*
2. *The letters are contracted and bold to give emphasis to the next important piece of information.*
3. *Although the typeface is larger than (2), the lower position counteracts and gives it roughly the same weight as (2). Note the positioning to the left/right orientation of English.*
4. *The pattern of the writing lends itself to horizontal divisions.*
5. *A smaller typeface indicating minor information.*
6. *Two symbols are cleverly incorporated into the border line.*

How does lack of familiarity with graphic structure affect our students? They will probably experience the following difficulties:

1. They will have difficulty in isolating the distinctive features of each letter. This causes problems both in reading and writing.
2. If a change in writing direction is involved, there will be difficulties in adapting.
3. The significance of positions and space on a page will not be comprehended, and valuable visual clues will be lost. For example, the top-centre position used for important information, the indentation of paragraphs, and the relative sizes of typefaces are all clues to the message of a piece of writing; yet students often ignore or misuse them.

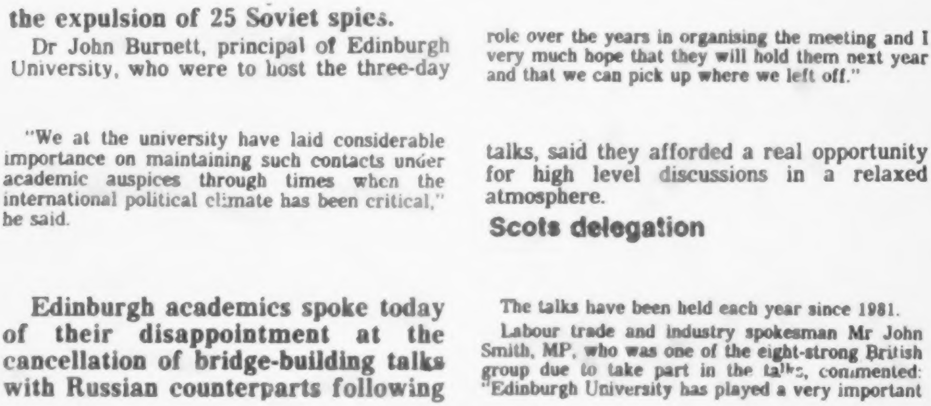
These three problems may be exacerbated by two variables. First, graphic displays have different cultural connotations. For example, Arabic uses bold type and inverted commas for emphasis, whereas English tends to use capitals, italics and underlining. Second, the amount of exposure to the written medium will obviously affect learners' understanding of the graphic structure.

But is the understanding of graphic structure so very important? Can't it be dealt with on a small scale, out of class time? In my opinion, it is of sufficient importance to warrant its own place in any curriculum, not just as an accretion to a syllabus, but as a change of emphasis in teaching method. I believe it is owed this attention for the following reasons. First of all, in the 42 classes I have taught over the last two years, approximately one student in four experienced the primary symptoms I have described. Such a proportion cannot be ignored. Furthermore, teachers might think of handwriting improvement as unnecessary, but they cannot, in a professional capacity, ignore the secondary symptoms of slowness, lack of accuracy, and reading difficulties. Finally, teaching graphic structure is an intrinsic part of teaching native-speaker children to read and write, so why should this aspect of language learning be thought inappropriate when teaching foreign learners the same skills?

Present-day Methods

The skill of understanding graphic structure is occasionally activated in the classroom, but it is certainly not taught in a way that could be described as coherent or comprehensive. Use of the skill has been encouraged recently by the introduction of new public exams, like the RSA Communicative Use of English as a Foreign Language. In these exams there is emphasis on the use of authentic materials. Students are exposed to different typefaces, and different layouts with different objectives, such as magazines, newspapers, postcards, telexes, personal and official letters, etc.; and dealing with these text types demands an active understanding of graphic structure. A less-controlled exposure to graphic structure occurs when students are taught to read for information. For example, to find out whether a train in Britain has a buffet service, a symbol has to be located and the explanation of the symbol has to be found. Visual clues are used here, not linguistic ones. Matching exercises, like the one shown in Figure 8, usually have linguistic objectives — but this exercise can in fact be completed by using visual clues alone.

There are several published books on English handwriting for writers of non-Latin scripts at both the beginner and intermediate levels. However, without exception these books devote themselves only to the mechanical skills of writing. There is unfortunately limited use for such materials in the modern EFL classroom, where the emphasis is on communication rather than on mechanical proficiency. There is also very little material concerned with the layout of the written text. Layouts of a specialized nature, such as letters, memos, reports, etc. are usually found in textbooks of English for specific or academic purposes. Punctuation and the indentation of paragraphs are usually relegated to an appendix. Students are nowhere given systematic guidance on how to present their own written work, or how to interpret the layout of texts written or printed by someone else.



the expulsion of 25 Soviet spies.

Dr John Burnett, principal of Edinburgh University, who were to host the three-day

"We at the university have laid considerable importance on maintaining such contacts under academic auspices through times when the international political climate has been critical," he said.

Edinburgh academics spoke today of their disappointment at the cancellation of bridge-building talks with Russian counterparts following

role over the years in organising the meeting and I very much hope that they will hold them next year and that we can pick up where we left off."

talks, said they afforded a real opportunity for high level discussions in a relaxed atmosphere.

Scots delegation

The talks have been held each year since 1981.

Labour trade and industry spokesman Mr John Smith, MP, who was one of the eight-strong British group due to take part in the talks, commented: "Edinburgh University has played a very important

Figure 8: This is a popular exercise where students have to number the parts of the article in the correct order. The objectives are usually to practise reading for gist and comprehension of cohesive devices and discourse markers; in fact, this exercise can be completed by visual clues alone.

Future Change

To make students aware of the graphic structure of English and to enable them to utilize it in order to decode and produce written English, we have to make only slight alterations to our methodology. We are supported by the modern trend for authentic materials to be used in the classroom. For the sake of convenience I will talk first about the teaching of reading and then the teaching of writing.

In the teaching of reading, we can best improve the students' grasp of graphic structure by exposing them to a variety of authentic materials. If timetables, maps, guides, magazines, menus, newspapers and books of various sorts can find their way into the classroom, the students will be exposed to a myriad of typefaces, symbols and layouts. With careful presentation, students of any level can use authentic material; for example, lower-elementary students can be asked to find names and addresses from a newspaper, higher levels can be asked to use timetables and job advertisements as inputs for role plays and simulations. Exposure to different handwriting is essential, and an interesting exercise that more advanced students enjoy is analysing their own and other people's characters from their handwriting.

A more active study of graphic structure can be made by positively analysing it through the study of different typefaces, symbols and layouts, assessing the reasons for variations and considering the degrees of success in fulfilling objectives; for example, which is the most successful advertisement, or which person will get the job from a series of handwritten letters?

Negative analysis has its uses if used judiciously. For example, I collected one hundred sentences illustrating common errors made by students, including errors of handwriting, layout and spelling. These sentences were then written on large strips of coloured paper and displayed on classroom walls with the challenge, "Find the mistake!" The answers were listed in one of the classrooms. This exercise seemed to interest students as well as making the walls decorative.

Teachers can also draw students' attention to graphic structure by training them to scan for information with the help of visual clues, such as indentation marking a series of points, symbols or individual words. In my classes we called this "radar reading" . To give an example, a series of true/false question about reading a text were put on the board and the words which the students thought were the key words were underlined. The students then searched for the individual key words in their reading text under a time constraint; this was usually five seconds longer than I took. After finding the key word, they were then encouraged to read more carefully around the words in order to find the answer to the question. I would demonstrate the eye movements needed for searching with a pen on an OHP sheet of the reading text. I found students highly motivated by this activity, as they found they could answer the true/false questions in a time they had hitherto thought impossible. The questions, of course, were carefully graded according to the level of the student, and "radar reading" was taught in tandem with careful study reading.

Let us now turn to improving actual production. Leaving the perceptual problems aside, the most basic skill must still be handwriting, and the major problem facing a teacher is the lack of time. If 25 percent of a class has a mechanical handwriting problem, does this warrant 75 percent of the class being involved?

Also, students' handwriting problems are very idiosyncratic, and group attention may not help. One solution my colleagues and I tried was to issue students with a photocopied folder of specially prepared handwriting exercises, to be completed in the students' own time, with regular monitoring. This method solves the classroom management problems. However, motivation is difficult to maintain, especially where independent study is not a habit.

Failing a self-access manual, the teacher is usually restricted to individual counselling. I have found considerable improvement in the handwriting of Arabic-script writers when the position of their paper, hand, and body is changed.

It is impractical and unnecessary to teach handwriting in a formal way in the modern EFL classroom, especially when there are forces in the classroom that can be utilized. For example, the opinion of the peer group is a powerful force. People are receptive to good handwriting and attractive layout, and a teacher can use this reaction in various ways. One way is to make a point of displaying well-presented work on classroom walls; town guides and class newspapers lend themselves to this. Another way is to ask students to prepare a written text in groups and to write it on to an overhead transparency. The objective ostensibly is to analyse the writing for semantic and grammatical errors, but I have noticed that the most immediate reaction is to the visual impact of the work. This is particularly useful for texts where layout is important, such as notes and letters. The only problem with this exercise is that it is time-consuming if not controlled.

It is therefore possible to make students aware of the graphic structure of the written language by changing the emphasis and presentation of a lesson, without upsetting existing syllabuses.

Conclusion

In any discussion of language learning it is very difficult to escape the polarization of reception versus production, reading versus writing. When considering skills, however, one can see that such a polarization is not valid, as any skill has both its receptive and productive aspects. A further characterization of skills is that they are operative at any level of language learning. The skill of understanding graphic structure is no exception. I hope that I have demonstrated that this skill has an important part to play in our students' language learning.

I am not advocating any *volte face*: the graphic structure is just a part of the language, and it should keep its relative importance. But what I am advocating is that graphic structure be acknowledged as a viable language learning item. We look at our own written language in a structured way, so why can't we teach our students to do the same?

Reference

Gibson, E.J. and H. Levin (1975). *The Psychology of Reading*. Cambridge, Massachusetts: MIT Press.

5. IMPROVE YOUR STUDENTS' SPELLING

by *Terry Tomscha*

Terry Tomscha is a teacher and teacher-trainer at International House in London. Her article is reprinted, with permission, from Practical English Teaching, published by Mary Glasgow Publications Ltd.

One language skill which even native English speakers find difficult to master is spelling. Very often it is a question of good memory rather than knowing the rules. However, memorisation doesn't always have to be boring! If you add a little imagination and enthusiasm to your teaching, spelling can become a more enjoyable part of your English lessons.

Like any other language skill, good spelling requires a lot of practice — and the more varied the practice the greater the student interest. Here are a few areas to help you vary your approach to spelling in order to motivate your students and help improve their spelling:

- spelling rules
- dictations
- games and puzzles

Spelling rules

English is a rule-based language, and spelling too consists of definite rules. There are some rules which when presented to students are very helpful. Find a good spelling book and select those rules which apply to your particular situation. Present the rule either through a text or simply tell your students what it is. Follow this up with different activities in which students practise lexical items which illustrate this rule.

Example: In English we cannot end a word with a "u" or a "v". We must put "ue" or "ve".

Once you have presented your students with the rule, ask them to spell different words which end with "ve" or "ue". Let your students practise in small groups or as a class with you calling out the words for them to write down.

	"ve"	"ue"
give	leave	blue
live	forgive	true
have	move	clue
twelve	serve	glue

Example: We usually use "c" for a /k/ sound whenever possible, as in "cat", "cup", "cream", "catch", "copy". But we must put "k":

1. Before "e", "i" and "y" to keep the /k/ sound.

key
keep
kettle
handkerchief

make
take
mistake
lake

kind
kitten
sky
kiss

2. After another consonant at the end of a word.

ask
task
thank

bank
think
walk

Present the exceptions only if they are relevant.

Example: Consider the words "all", "well", "full", "till". Always drop one "l" when adding these words to another word.

always
already

welcome
welfare

awful
wonderful

until

These are only a few of the rules you may wish to present to your students. But there are many more — including rules for forming plurals, for different word endings, and for adding prefixes and suffixes. Select the rule, present it in isolation and then practise words which follow the rule.

It is always helpful to select lexical items which are found in your student's textbooks. Then you will not overload, and your teaching will appear to be more cohesive.

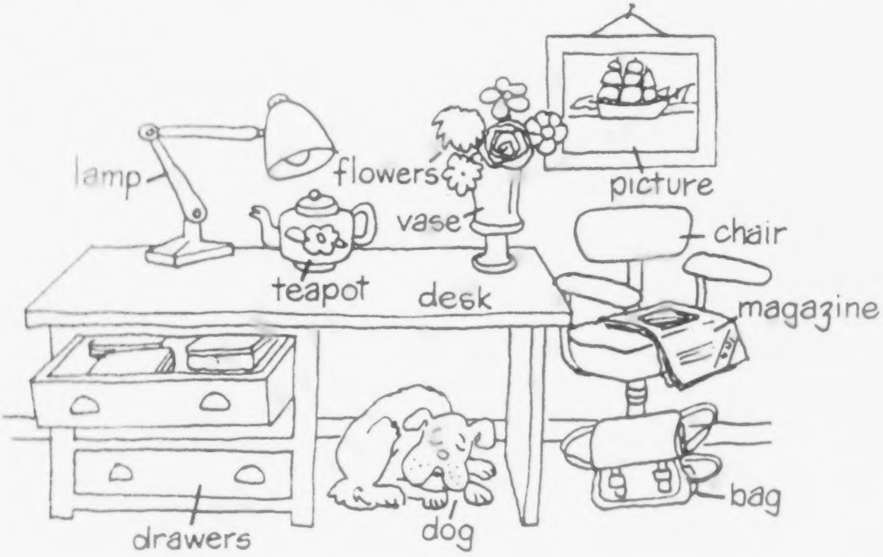
Dictations

Dictations are another way of helping your students improve their spelling. Create your own dictations from words which students frequently misspell. It is important to remember not to overload the students. Make the dictation easy enough for them to spell at least half of the words correctly. If students miss too many words they will not be inspired to word harder.

Let the students study the dictation the night before or for a few minutes before class time. Take some of your dictations from the listening and reading comprehension in the students' textbooks. Since this material will already be familiar to them they will be encouraged to do well.

As a variation, let the students give the dictations in pairs or small groups. If they are imaginative pupils you can give them a word list to devise their own dictations.

Another idea is to give a picture dictation in which the students draw what they hear instead of writing it in words. When the dictation is finished, let the students label all of the pictures. Include words which they find difficult to spell. An example of this is shown in the illustration below.



Games and Puzzles

One certain way of getting students to work on spelling is to involve them in activities or games based on spelling.

Hangman

This is one of the more popular word games which is successful at any level. The teacher thinks of a word. The teacher then puts a number of dashes on the board which represent the letters in the word.

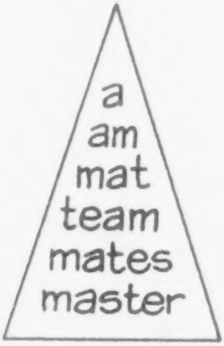
For example, if the word is "school", then six dashes are put on the board. Students then take turns guessing the letters in the word. Each time a student guesses the wrong letter, the teacher draws another line on the gallows. This game can be played in teams. Beforehand the teacher can compose a word-list for the students so that they can concentrate on words they misspell frequently.

Spelling Chain

The teacher thinks of a word with three or more letters in it. The teacher calls out the first letter and in a chain around the class, individual students add additional letters. For example, if the teacher starts with an "a", then student 1 may add "p"; student 2 may add "p"; student 3 may add "l". If the next student then adds "e", the person finishes the word and loses a point. The teacher (or another student) begins by calling out a new letter. Throughout the game, any student may challenge a previous player. If the player challenged cannot produce a word consisting of the letters called out, then that player loses a point. Each student begins with three points. When they have lost their three points, they are out of the game.

Word Pyramids

This activity can be done in small groups, pairs or with the entire class. The students try to build up words by adding one letter to the pyramid. The letters can be rearranged. The winner is the group or the student with the tallest pyramid or the longest word.



Words From Words

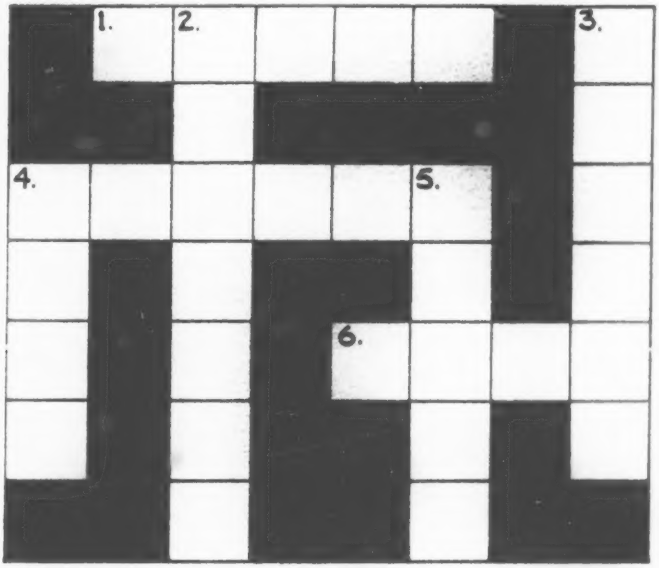
The teacher puts a word on the board. For example: "elephants". Then in pairs, small groups or individually students try to make as many different words as possible from it ("please", "eat", "pants", "sat"). It is a good idea to time this activity.

Anagrams

This activity is useful for getting pupils to practise word families. Give the students a list of words in which the letters are mixed up. Let the students unscramble the words as quickly as possible. For more elementary students you can write the anagram on a picture of what the word means when unscrambled.

Crosswords

Crosswords are another way of getting pupils to think about their spelling. You can make up the crosswords yourself. Try to include words the students have difficulty in spelling. If your students are imaginative, you can give them a list of commonly misspelt words and let them make up their own crosswords which they can exchange with other pupils for homework. Display the best ones or put them in the school newspapers or magazine.



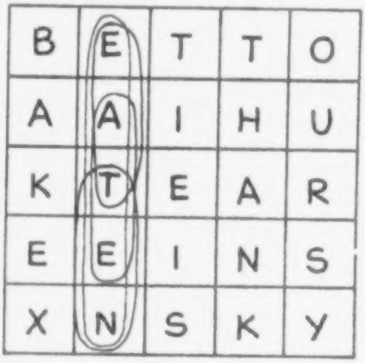
Across	Down
1 Move on ice (5)	2 Boy's name (7)
4 Dog's home (6)	3 panese robe (6)
6 It covers the body (4)	5 Opposi of "dislikes" (5)

Spelling Bee

Using a general word list, the teacher begins by dividing the class into two teams. All of the pupils begin by standing in a row with their team. The teacher calls out the words one by one. If a pupil cannot spell a word correctly it is given to the opposite team. This is continued until someone spells the word correctly. Each student who misspells a word must sit down. The winning team is the one with the most people standing when the word list is exhausted. Try to begin with some easy words to encourage the students.

Word Square

This very challenging activity is good for small groups. Each player draws a square with 25 boxes in it. Each of the players takes a turn calling out one letter at a time. As the letters are called out, the students write the letters anywhere in the boxes. They may not move a letter once they have placed it in a box. After all of the boxes have been filled the students list the words they have made horizontally or vertically (words may cross each other as in a crossword puzzle). A possible scoring could be ten points for a five-letter word; seven points for a four-letter word; and three points for a three-letter word. For example, in the word square here, "eaten", "ate", "eat", and "ten" all score points.



B	E	T	T	O
A	A	I	H	U
K	T	E	A	R
E	E	I	N	S
X	N	S	K	Y

Scrabble

This activity also encourages good spelling. Use the letter tiles from a Scrabble game or make your own tiles. Two or more players sit at a table with the letters placed face down in front of them. As they turn the letters up one at a time, alternately, they place them in the centre of the table. As soon as any one of the players sees a word that can be made from the letters, they call it out and place the word in front of them. As the game continues the players may steal words from one another to form new words. They may combine the words in any way as long as they are forming more than a plural. For example, "heart" may become "heater" but not "hearts".

* * * * * * * *

These are just a few of the ways in which to engage your students in active practice. Because memory plays such a large part in this work, it is a good idea to use lexical items from your pupils' coursebooks whenever possible. And try to include as much revision as your timetable will allow. But even more important is your enthusiasm and encouragement! This will be your most valuable contribution to improving your students' work.

ARTICLES ON THE ENGLISH TEACHER AS AN EDUCATOR

1. DEMOCRACY AND ENGLISH TEACHING

by *Nechama Darr*, Ramat Hasharon

Communication is basic to the English teaching program. What we communicate depends on us. We are not pressured to cover specific material; our task is rather to provide our pupils with structured opportunities for reading, writing, listening and speaking in English. With careful planning and selection of materials, we can make *education for democracy* one of the bases of our curriculum.

For the Israeli pupil, English is the key to communication with the outside world. As language teachers, we realize clearly that language and culture are directly connected. By teaching our pupils English we are encouraging them to become aware of the existence of other cultures and traditions and to understand them. An appreciation of cultural differences is basic to a democratic view of life.

The first step in teaching democracy is to create an atmosphere in the classroom that encourages free expression. Our pupils must feel confident that their ideas and opinions will be respected. An emphasis must be placed on pupils learning to listen to ideas that are strange and different without immediately passing judgement. Since we are teaching a language where understanding and learning new ways of expression are among our goals, we can legitimately demand careful listening without preaching. We can summarize carefully what pupils have said in discussions, ask other pupils to tell what they understood of what Gadi or Amit said. We can ask guiding questions, such as: "Do you mean that —?" or "Are you saying that —?", without any value judgement in an attempt to really clarify what the other person is saying. By accepting different points of view, a teacher shows his respect for every contribution and thus encourages a free exchange of ideas.

Techniques that are often used in the English classroom, such as pair-work, group-work and role-play, are especially suited to encouraging communication. Pupils have to listen carefully, to understand other points of view, and in role-play sometimes almost literally to put themselves in someone else's shoes. If we consistently encourage this kind of listening and thinking in the English classroom where pupils are more likely to accept the rules laid down by the teacher, perhaps there will be a spillover into their social interaction in general.

The need to direct classroom communication towards relevant humanistic issues has long been felt by English teachers. The *RICH* program, with its mini-units on various themes, was a successful attempt to meet this need and was greeted enthusiastically by teachers and pupils. In recent months, groups of English teachers from different parts of the country have begun to produce units on themes aimed at creating mutual understanding among the various cultural groups in our country. The educational television course *Hello Israel* devotes one full unit to Democracy in Israel

Until all these materials are published and distributed, the English departments in junior and senior high schools can take the initiative. They can meet and discuss ways in which they can deal with themes related to democracy in their classroom. Many of the poems and stories that are already part of the existing senior high school curriculum lend themselves directly to such themes. Some examples are:

ALL MY SONS — ARTHUR MILLER
MY DUNGEON SHOOK — JAMES BALDWIN
MR. KNOW-ALL — SOMERSET MAUGHAM
THE ENEMY — PEARL S. BUCK
THE JET AGE MALADY — VARGAS
MENDING WALL — ROBERT FROST
MUSÉE DES BEAUX ARTS — W.H. AUDEN

We can also teach some of the classical English texts on the subject of democracy, present to our pupils various definitions of democracy given by political thinkers and ask them to choose what they consider the best definition. Some topics that can be developed into units are:

The Media
Dissent and Protest
Individual and Minority Rights
The Dangers of Stereotyping
Censorship in a Democracy
Individual Responsibility to Society

Hopefully, this year some specific material will be made available. But there is no reason to wait for others to prepare all the materials for us. In the 11th and 12th grades discussion will be stressed more and more, since the oral exam is now 20% of the Bagrut. Why not discuss with our pupils those values on which our democratic heritage depends? It is important that English teachers all over the country take up the challenge and begin to think in terms of making their pupils more personally aware of the meaning of democracy.

I'M NOT 'STAM' (סתם) THE ENGLISH TEACHER

by *Marilyn Rosen*, Adiahu and Jabotinsky Schools, Bet Shemesh

September. A new school year. You feel rested and, to tell the truth, you are even a little excited about returning to the classroom. You have thought of some great ideas, attended English conferences, and are sure that this year everything will go well. That is until you enter your first class and see the kids laughing, congregating and making noise. Everyone sits down, hopefully, and you are on. Will they like you, give you trouble, send you home feeling miserable every day? If we stopped the action of this drama right now and read *everyone's* thoughts, you would see that the drama is two-sided, something teachers often forget. Your pupils are feeling, too. Will she like me, give me trouble, send me home feeling miserable every day? In addition, they are worrying about the marks they will get and how their peers will react to them during the year. What we have here is apprehension — on both sides. Good lessons, and a solid code of acceptable classroom behavior can change this scenario completely to — "Wonder what she's going to teach today?" or "Today's English — great!"

Who is responsible for good class management? You are. First, your lessons must be interesting. If they are not, I cannot blame the children for not wanting to sit still — can you? Discipline problems decrease immediately if lessons are interesting.

Your lessons must be success-oriented. Every child can feel successful at something. Here is a simple example. You are reviewing the alphabet. The letters are on the board. The question might be — "Who can find capital B and small b?" At another level — "Who can find the letter b?" Lower still — "Who can match this letter (written on a card) with the one on the board?" or "Is there a letter on the board that you know?" Even the complete non-achiever who gives the wrong answer can be included — "Thank you for trying. Next time I know you'll get it." Such graded questions ensure success for *all* pupils. The more children involved in the lesson, the fewer the discipline problems. Other ways of making your lessons success-oriented are by grouping or allowing pupils to work in pairs. The closer you come to getting pupils involved at levels they can handle, the less trouble you will encounter because frustration will decrease.

Okay, your lessons are interesting and success-oriented, your comments are positive, and you're still having trouble. Who is responsible? Sorry — you are! Until you teach them what *you expect*, they are not responsible. Do not assume they know what is expected. They do not. Not every teacher teaches or demonstrates what is acceptable behavior. If their other teachers have not taught them, that does not mean that you have to lose out. *You* teach them. Now here is the important part. You have to know BEFORE you enter the class what it is that you want. What is *your* definition of quiet? Mine is: NO noise, not LESS noise. How much noise is acceptable to *you* while the class is working? What is *your* system of homework? How will *you* handle this situation and that child? Be prepared for as many possible situations as you can think of. Thinking and deciding in front of the children puts you at a disadvantage. Not only does that hesitation give the other pupils a chance to join in and worsen the problem you are dealing with, it also shows them that you are unsure of yourself and your methods.

What are those methods? Here are a few suggestions. As a rule of thumb, try everything positive first. *Before* the trouble has a chance to start, explain your system (you MUST have one). The first few days are crucial. Everyone is on his best behavior, each "surveying the area". Bring something especially interesting so all want to participate. They will be noisy. Do not get angry. Remember, you have not taught them what you want yet. *Now* is the time. Explain that you would really like to answer them, but you do not want to yell over their voices. Set up a procedure for getting quiet without yelling. Let them participate in creating the signal or have one in mind. *Practice* the signal. Everyone will be happier without you screaming, especially you. Explain what quiet is. Demonstrate it. Compliment children who do what you ask immediately. A core of well-behaved students will develop. They are important. Slowly that core group will do your disciplining for you. Explain, too, that you are making these rules NOT to give them trouble, but to save them trouble. Tell them that you will give a warning so that they are aware that you are displeased. They can *choose* to stop or continue. If they continue, react swiftly and strongly. Always emphasize that you would rather not punish, but you cannot allow one person to disrupt your lesson. After the punishment, *forget* the incident. Remember, a punishment is a method of teaching what you want, NOT paying a child off for his bad behavior. Compliment his first good effort immediately after the punishment so he understands this.

Now you have established the framework that your students will work within, and made your rules clear. You have been *following through* on all that you have talked about (By the way, NEVER threaten something that you cannot follow through on!) and there are still some problems. Who is responsible? Same question, different answer. *They* are. At this point they *know* what you want and must take responsibility for their actions. Inform them that *they* asked you to call their homes — you warned them, *they* asked for a 6 on their last test — you told them a week before there would be one, etc.

Can you remember to say positive things *all* the time, not to yell, be interesting every lesson? No, of course not. You are human after all. Please remember that they are, too. Yes, be strong. Reward and punish consistently as needed but if a child who has been trying slips — don't demolish him out of your frustration. Especially in front of the others. For one, he will not forget it and will pay you off in spades, and more important, it is just not nice. Remind him of his accomplishments — in private is best — and tell him it would be a pity if he returned to his old ways.

I could make a list of the rewards and punishments I use, the rules I have, the ways I motivate, but that would be misleading. There is no one recipe for achieving good classroom behavior. What is necessary is your attitude (you are not at war with the children), knowledge of what you want, the determination to see that you get it, and a specific, *pre-planned* structure that you are comfortable working within.

If this approach sounds somewhat difficult, time consuming, and not exactly within your concept of the English teacher's role, you are right. And you are wrong. Life becomes much easier when you consider yourself more than "STAM" the English teacher. Establishing yourself as an *educator* with your own set of rules and expectations increases the respect the students have for you. With that respect comes loving and learning until the end of the school year. Is it worth the effort? Only you can decide for yourself. I already have.

* The Hebrew word "stam" is roughly equivalent to "merely", but it is very colloquial, almost slang, and therefore on a lower level of formality than "merely".

3. THE ENGLISH TEACHER AS A מחנך

by *Natalie Hess*, Gimnasia Ivrit School, Jerusalem

A complaint frequently voiced by school principals is that they cannot convince their teachers of English to work as מחנכים. The teachers of English simply do not want to get "involved in school life", says a veteran teacher in one of the country's comprehensive schools. "They live in a world of their own."

Is this accusation accurate and justified? If so, what has caused this attitude of wishing to be a by-stander in school life, and can this attitude be turned around?

I believe that the accusation is at least partially true. In the Jerusalem high-school where I teach, for example, out of a staff of fourteen English teachers, only two have assumed the additional responsibility of "מחנך". This is unfortunate because teachers of English — with their particular cultural inclinations and outlooks — have much to offer our young people. In turn, the job provides challenges and gives teaching a dimension which should not be missed out on by the teacher of English.

I have purposely used the Hebrew terminology for the word, as English really does not seem to offer the correct equivalent. The work of a "מחנך" might correspond to that of the English "form teacher", with the exception that Israeli form-teachers are expected to give the weekly "enrichment lessons"; and the additional difference that Israeli society being, on the whole, a far more "involved" one than English society in the state and well-being of the individual, the Israeli counterpart would, perforce, have more to do and be expected to be more "involved", even if nominally in the same tasks. In American terms this would be a combination of the home-room teacher, the guidance counsellor, and the truant officer. Not to mention the school psychologist and social worker.

What Exactly Does the Work Involve?

When I was made a "מחנך" in my early years of teaching in Israel, no-one told me what exactly was involved and what I was supposed to be doing. Much of my early fumbling was, undoubtedly, a result of a simple lack of information. The following list is minimal but will provide structure:

I. To provide a secure base for the individual pupil

The "מחנך" is the person to whom the pupil should be able to turn with any problem he has. This could be anything from a leak in the ceiling directly above his desk, to the fact that his mark in history is considered "unfair", or that his mother is in hospital that week. The "מחנך" will of course not deal with all of these problems, but he will know where to turn or how to start a procedure.

II. To encourage positive school and community standards

By this I do mean *encourage* and not preach. It is the job of the "מחנך" to serve as a personal role model and to provide opportunities for pupils to grapple with the moral issues of the day. These issues can be brought naturally and spontaneously into the classroom forum, for debate by the pupils: for example —

> In spite of what we know about the dangers to health from smoking, why do so many pupils in high schools smoke?
>
> Is violence becoming the norm for society?
>
> Why are so many young people today considering "Yerida" — leaving Israel?
>
> What is the meaning of democratic leadership? And can a democracy truly have room for strong leadership?

The issues are endless; it only takes imagination and courage to bring them into the classroom.

III. To communicate with other teachers about the academic progress of pupils

This is not just at report time. It is advisable to use the break between lessons to turn to this or that teacher and to enquire about Yossi's progress in Literature, or Sigali's lack of ambition in History. Your pupils should know that *you are aware and concerned*. You see them as whole human beings and not just as your pupils of English. Does Liat need, for example, private tuition in Maths, and can her family afford it? Or could Avi, who is excellent at Maths, help her out?

IV. To work with administration and other school personnel on pupil problems

If one of the pupils — whom we will call Rina — comes to late regularly or is often absent, the problem belongs to her, to her family; to you (the form-teacher); to your class, and to the school as a whole. In that order. If talking with Rina and her parents has failed to show any results, then the time has come to turn to the school administration; otherwise a private problem creates class demoralization.

V. To accompany the class on trips and outings and to occasionally initiate and organize these events

These times away from the rigid school structure are excellent opportunities to get to know your pupils better. Many a quiet, withdrawn and even uncooperative classroom person becomes a sparkling personality when climbing a mountain, reacting to a movie, or even gazing at a work of art at the museum.

When a "מחנך" joins the entire school or a group of many class-units at an outing, or in an assembly, he or she should be keenly aware of his own pupils. "I missed you at the theatre yesterday, Orna", is definitely in place. Orna should know you care. If the answer is "Oh, I was there, you just didn't see me", let it be. You job is to be aware and to care; not to be a police-woman.

VI. To call Parents' Association meetings and remain in contact with parents

This is not just the formal, once- or twice-termly, officially-set meeting. Encourage parents to call you. It will save you many a struggle to know that Yossi had a fight with his father in the morning and probably will not be able to concentrate in school today. And what is more, if Yossi later picks a fight with the History teacher that day, you will know why.

If you do not want your phone to ring *all the* time, then give parents an acceptable hour in which they may call you.

Write parents occasional, pleasant notes. "Yael has been doing all her homework well lately." or "Yoram is a responsible monitor". Why should parents *only* be called on when there is trouble. Motivating the parents to be involved in their children's education and performance at school can have highly beneficial spin-offs to teaching.

VIII. To be responsible for administrative details of "class-keeping"

This includes such items as:

a) Checking the class register daily and reacting to what is written there.

b) Keeping a file of notes explaining absences. This is extremely useful at teachers' meetings to clarify absenteeism. Pupils should be made aware that such a file is being kept.

c) To write report cards

d) To collect money for various class functions. (This can be assigned to a pupil).

e) To ensure that the classroom is clean and decorated. Make sure that monitors are assigned. Be aware of how they function. Change monitors twice a week·

an entire week is too long. Make sure that monitors know their job for the week to come on Friday. Remind them again on Tuesday. If the floor must be washed on certain days, state which days. Try to be very specific, and check up. A monitor who does not do his job well stays on until his work is done satisfactorily.

IX. To attend evaluative meetings with other teachers; to call such meetings when necessary and to report to parents and pupils at the conclusion of such meetings.

These meetings provide an excellent opportunity for you to learn more about your charges. The "מחנך" should, whenever possible, attempt to create a team spirit among the teachers of the class. If the teachers work together, their teaching and the pupils' learning tend to benefit.

X. To be aware of and to react to student absenteeism

We cannot educate the child who is not there. Obvious as this point is, it quite frequently occurs that a student is absent from school and no-one is aware of it. The "מחנך" should check the register daily. Better yet is a peek into your classroom every day just to see if all if well — even on days when you do not teach your form-class. Encourage your pupils to call you early in the morning to let you know why they will not be in school that day. Explain that you will be even willing to accept an occasional "I can't face school today!" (on the understanding that it is very very occasional...), and do try to create an atmosphere of truthfulness and fairness and acceptance. Your pupils should know *that you care and that you are aware*.

XI. To conduct the weekly "שיעור חברה".

From now on referred to as "enrichment lessons" for lack of a better terminology

This unique Israeli phenomenon has been referred to, by many of my English-speaking colleagues, as the one lesson a week which has either kept her from becoming a "מחנך" or has made her quit the job once she had tried it. "I'm sorry, I just don't know what to do with it", says an English teacher of many years experience. "I have no discipline problems when I teach English", she adds, "but in the enrichment lessons it is bedlam." "I have tried to assign topics to pupils," says another teacher of English. "They either come unprepared or muddle the job dreadfully. Then I just teach English. The class is resentful, but they still won't cooperate."

"My Hebrew just isn't good enough", is another frequent complaint. "As an immigrant to Israel, I'm not 'in' enough on the social scene."

I will, here, attempt to deal with the above challenges.

A. What to do in weekly enrichment lessons:

There are many options:

1) **Use the parents of your pupils**. At the beginning of the year scan the student-record cards for interesting professions; practically *all* are: policemen, psychiatrists, lawyers, driving teachers, social workers, cab-drivers...all have stories of "enrichment" value from their working experiences. As a rule they are more than happy to cooperate. So are new and not-so-new immigrants from various parts of the world who tell about their countries of origin. Your pupils are (usually) proud of their parents and sometimes surprisingly even learn something new about their own family.

2) **Use the newspapers**. Read with a pair of scissors handy...Our world is full of issues. In class read the articles (stick to short, interesting ones). Ask questions about emotions, behaviour, attitudes. And wider social implications...

3) **Plan a series of lessons with the class officers (the** *va'ad* **— ועד)** Make sure that the right pupils are chosen to give these lessons and that they do it in pairs. Issues can be — politics, family problems, money ... (how to make, invest, spend it and so on, for example).

4) **Keep your ears open at social gatherings**. Listen to what people talk about. Would that nice Rabbi agree to talk to your class? What about that young man who was hijacked on a flight? Wouldn't he like to have the chance to share his experience? Usually they are more than glad to. And pupils find that "real life" brought into their classroom is both absorbing and refreshing.

B. The Language Barrier For the Teacher of English

Becoming a "מחנך" and having to take the weekly enrichment lessons is one of the best ways for you to master Hebrew and become part of the scene. Don't be so scared of a bit of "Heblish". Some of the most established university professors liberally sprinkle their Hebrew with English expressions — so can you. It has even become quite modish. The students will help you to become immersed in the language of their fathers and we will all learn both language and a bit of tolerance as well!

Being a "מחנך" is full of pitfalls, as we all know. Even someone who knows everything doesn't *always* do it right. But this is also a job full of challenges and rewards.

You will have *richly deserved* those flowers at the end of the year. It is a job which offers a real chance for socially-conscious involvement which should not be missed by teachers of English.

4. SOME THOUGHTS ON BEING A "MEHANECH"

by *Ditza Verter*, Rene Cassin School, Jerusalem

The word *mechaneh* as translated from the Hebrew means simply an "educator". What then is special about the Israeli concept of *mechaneh*? Aren't we all educators every day in the English classroom? We English teachers often pride ourselves for having the means by which to teach values, since we certainly have backgrounds which are varied and often very different from those of our students, and we learned values under different conditions. This fact often gives us an added dimension and a different outlook from which our students can profit.

However, can we give our students more as *mechanhim* than we can as caring English teachers? And what is it to be an "educator" anyway? John Holt, in his book entitled *How Children Learn*, states that schools should be "a place in which all children grow, not just in size, not even in knowledge, but in curiosity, courage, confidence, independence, resourcefulness, resilience, patience, competence and understanding." How can we, as *mechanhim*, help our particular schools to be such places? Is this what our schools really expect of us? And can one teacher achieve these goals in one hour a week?

I remember my *mechanehet*, or "homeroom teacher", as we called her, in New York. She seemed like a very sweet person – of course that was hard for me to tell since she never taught me. We met her every morning for ten minutes during our three year stay at the school. She called the roll and she read administrative announcements. Then we were allowed to read or do something quiet until the bell rang. I did not get to know most of the other students in my homeroom. It was the place where my locker was, and little more.

Obviously, being a *mechaneh* has to lie somewhere between the two pictures I have drawn, and preferably closer to Holt's idea of an educator as a guiding light. What then is expected of us as *mechanhim* at most schools?

The Bureaucrat

First, there is the easy job, that of the bureaucrat-cum-secretary. We are expected to check attendance, collect money, meet parents and report to them, write report cards, give them out, and collect them again, and convey information from the administration to the students and vice-versa. Yet these seemingly very simply chores can unfold a variety of problems:

> Why is a certain student cutting classes?
> Why has someone missed school for several days?
> Is an ill student in contact with others?
> Is there a breakdown in communication between the student and his/her parents?

When collecting money you may learn that there are financial problems in the home. It is our job as *mechanhim* to get funds to help the particular child. When approached, principals and grade coordinators (*merakzei shihvah*) usually have the means by which to help. In certain cases, a social worker might have to be called in to help. (As English teachers, we should also bear in mind that a student may be lacking books not because he is lazy, but because there is no money at home. Take the student aside and ask him if this is the problem, then try to help, perhaps by finding an old copy that someone no longer needs.)

If a student has been out of school for a few days, ask the class who has contact with him/her. You will quickly learn if a student is accepted by the classmates. Since a class is made up of a large variety of different kinds of individuals, one cannot expect them to form one whole social group. However, we must teach them to tolerate and respect the varieties in human nature. This is no easy job and must be tackled delicately and patiently.

The Coordinator

The *mechaneh* is also the coordinator and liaison between other teachers and the class, the school and the class and parents and the school. We are often asked to unscramble differences of opinion. These could entail notifying the class of an administrative decision which either the class or the parents disagree with or settling a difference of opinion between a subject teacher and a student, parents or the class as a whole. It is the *mechaneh*'s job to find the middle road while keeping the confidence each side has in him/her. This can be especially difficult when we find ourselves not in complete agreement with one of the sides; after all, we must enforce those decisions passed down by the administration and we should help a colleague who has a problem with our class to gain control of the class again. In the former case, we should discuss our feelings with the administration and in the latter, we should give the teacher help so that he/she can solve the problem with the class himself, thereby regaining the class's confidence and respect.

The Advisor

One of the roles which we must play, which is perhaps the hardest for anyone, is that of the problem-solver. After all, we were trained as English teachers, not as psychologists or advisors. But we are all educators and most of us are certainly sensitive enough to realize and be aware of changes in the kids. In my first years as a *mechanechet*, I personally was usually able to see a problem, but having come from a totally different educational background, where teachers kept to themselves, at a distance from the pupils, I found getting involved in youngsters' problems strange and foreign. I admired those Israeli teachers who were able to "get into" their students' problems, but felt very uncomfortable about doing so myself. Slowly I learned that Shakespeare had the right idea, "but most of all, to thine own self be true." I realize today that doing what you feel comfortable with is that which is going to work best. Children need to know that you care and that you see them and react to them as individuals and not just as a class. I personally feel that getting over-involved with students' problems is not the best idea, and often fulfills a teacher's need rather than the pupil's in that it may make the pupil overly dependent upon the teacher. How then should we react?

First one must be sensitive to changes in pupils. Having sensed a problem, take the student aside and do try to initiate a conversation. If the student opens up, you are given a problem to help him solve. What do you do then? Take time to listen. You cannot underestimate the importance of being a sound-board for others. Being an open non-threatening listener is in itself a significant contribution to the normal problems of the teenager. The fact that we are *mechanhim* and not psychologists or professionals can be an advantage at this stage because it may make us more approachable and less threatening. Answers often do not have to be given, certainly not on the spot. A comment like, "you've opened up a lot of ideas. I really have to think about them," or "this is not the place to talk. Can we make an appointment to speak in a more comfortable setting?" will give us more time to think. Perhaps what is more important is if we can listen with an open mind and hear the real questions and problems hidden behind those voiced.

If the student will not speak about his problem, but is visibly agitated, we have to find some alternative ways of helping him/her. Here are some suggestions:

1. Wait a few days. The problem may be a minor one and the student may resolve it himself.
2. Discuss the situation (discreetly) with someone whose educational values and discretion you respect.
3. Speak with a professional.
4. Is there anyone else at school with whom this student might be more comfortable?
5. Does the student have a close friend whom you could approach — carefully — in order to find out what is wrong?

To be unable to deal with every situation and problem is not a sign of weakness or failure. It is natural that in a class of thirty-five to forty personalities, some would feel uncomfortable with a close relationship with a particular teacher. Becoming aware of a problem and passing it on to others who could possibly deal with it in a better way is often a true sign of success.

Above all, in my dealings with students I try to bear in mind that the person I am speaking to is another mother's son or daughter, so I try to treat him/her the way I would like my child treated.

The Educator

In that one small hour a week (*She'at Chinuh*), we have to take care of business, deal with problems and educate. The following is a suggestion of topics that can be used with the class during this hour:

1. *Holidays* — Quizzes, games, talks about traditions and relevant reading passages are always usable, each according to its appropriateness to the holiday.

2. *News* — Topics, burning items are important to the pupils. Youngsters need a stage where they can express their opinions and learn the facts. Discussing these in class helps them see other views and helps us learn much about our students. Talking about topical items is also an excellent way of teaching values and respect for others' opinions. Controversial news items can be dealt with in group discussions, or as an open class debate, which can get boisterous if tempers run high. However, no matter how you choose to organize the discussion, find a way to ensure that everyone in the class knows the basic facts before the discussion starts. For this reason it is often useful to start by reading a newspaper article on the subject.

3. *Special Topics* — Most schools, and often the Ministry of Education itself, decide on a main topic or value to be stressed in a certain grade or in the whole system during a particular school year. Items like democracy, tolerance, sex-education, or Ben-Gurion's Centennial may fall into this category. The school would then provide the *mechaneh* with the information and training necessary in order to teach the particular subject.

4. *Something Special* — Of course into all this you might be lucky to shed a little light into the eyes of your students on a topic that interests you particularly: perhaps the plight of Soviet Jewry or the values you brought with you from your country and background.

5. *Chinuch* lessons certainly don't have to fall on your shoulder alone. Guest speakers can show a problem from a completely different perspective. Do choose some students to present or lead a lesson. Sit with them and help them plan if they are unsure of themselves. You never know what talents lie within your students until you have explored them.

6. *Other Sources* — *Values Clarification* by Simon, Howe and Kirschenbaum is a book from which I have taken many *sheurei mechaneh*. In addition, the Pedagogical Secretariat of the Ministry of Education and Yad Itzhak Ben-Zvi put out pamphlets with ideas for educators.

Being a *mechaneh* is not only a challenge to use to help students develop but also an opportunity to further develop as teachers.

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5. SEXISM IN "ENGLISH BY TELEVISION" TEXTBOOKS

by *Joan Gisnet*, Rothberg Secondary School, Ramat Hasharon

One of the ongoing and increasingly dynamic changes occurring in Israel today is the gradual granting of equal rights and opportunities to women, a hitherto underachieving population. As English teachers and educators, we should be constantly aware of these changes in attitudes toward women and should re-evaluate our teaching materials accordingly.

Zehava Malkiel, former Adviser on Women's Status to the Minister of Education, states (Malkiel 1987) "Women in Israel and throughout the world are an underachieving populaton, and their status in society is low...Psychological, social and educational researchers explain this phenomenon as deriving principally from the socialization of girls and boys in the family, school and society. (The children's self-image) over many generations was formed by stereotypical images of the characteristics and roles of the two sexes."(4)

The education and socialization of girls and boys from the time of their birth imbue them with sexual stereotypes of men being talented, intelligent, active and displaying the initiative, and women being unintelligent, passive, emotional and confused. "This stereotyped image is part of human culture...(It) influences the image of each sex in its own eyes and in the eyes of the other sex...In view of the fact that one's self-image has a direct influence on one's achievements...it is the educators' responsibility to examine the language they use, the books used by their students, and everything being done at school...The aforementioned stereotyped approach is still practised by many text-book compilers, even if they are unaware of doing so, a factor directly and indirectly influencing our pupils, boys and girls alike."(4)

Research conducted on sexual stereotypes and sexual roles in textbooks and storybooks for young children in Israel (Kaufman, 1976) concluded that women were presented as unintelligent, unstable, passive, depressed and dependent on the group. Moreover their occupations were unrepresentative of reality since most of them were portrayed as housewives. In contrast, the men were intelligent, stable, enthusiastic, fun to be with, and independent. If those are the role-models presented to young chidren, why should we expect women in the future to have a self-image different from that presented in the textbook?

In recent years, as a result of the setting up of the Status of Women Committee in the Education Ministry and the appointment of an adviser to the Minister on the subject, changes have occurred in the Ministry's attitude toward the presentation of the sexes in textbooks. As the Director-General's Bulletin (June 1981) recommends: "Constant updating of curricula and textbooks in all stages of education...towards an image of sexual equality." A later bulletin (1983), quoting recommendations made by the Committee for Equal Presentation of Men and Women in Advertisements, Children's Books and Textbooks, states:

"1.There should be equal mention of the wide range of roles fulfilled by men and women.
2. There should be equal depiction of the wide range of characteristics and emotions present in human beings, without stereotyping them according to sex.
3. The activities and achievements of women should be described alongside those of men.
4. Pictures and illustrations appearing in books should promote equality of the sexes."

The above apply, of course, to English or Hebrew textbooks. The purpose of this study, therefore, is to determine the status of sexism in three "*English by Television*" textbooks widely used in the first years of EFL instruction in Israeli schools: *Neighbors*, *Here We Are*, and *Gabby and Debby*, all published and approved by the Education Ministry. Several factors have been analyzed, all of which correspond closely to those recommended by the above Committee.

First, a comparison has been made of the number of female and male characters in each book. Second, the characteristics and emotions of the characters have been analyzed in order to ascertain whether both sexes have been depicted in a fair, undistorted manner. Next, the total number and types of roles fulfilled by each sex has been computed, as well as the total number of times each is portrayed in those roles. Are both women and men shown in professional roles, or is there a discrepancy between the two in how they are depicted? In addition, how often and in what way the sexes appear in their parenting role have been examined. Finally, a tabulation and analysis of the number of pictures and illustrations in the books have been made in order to determine whether there is a fair distribution of male and female figures, and the roles they appear in: namely, are the women and girls shown in mainly passive states, such as sitting, waiting or watching? If active, are they portrayed doing what society considers "worthwhile" things such as working outside the home in income-producing positions, solving problems, etc., or are they depicted as passing the time of day by drinking coffee and chatting?

One can only conclude from the examination made of these books that in our own backyard there is a need for change.

Neighbors

The book *Neighbors* is intended for pupils in their first stage of English language learning. The characters in the book are superficially portrayed and function as a means of presenting the language to be learned. One can nevertheless see that an unfair and distorted image of women and girls is presented.

There are nine characters in the book, five females and four males. Those appearing most frequently are Hana, a postal clerk, and her son, Benny. There are, in addition, Tami, a girl close to Benny's age, Mr. Cohen and Mr. Kashtan, storekeepers, Bella and Sara, housewives, and a young couple, Sharon, a nurse, and David, her engineer husband.

Tami and Benny are both active, cheerful and sociable children who display initiative. In addition, both act indepedently of others and as such are positive role-models. Mr. Kashtan works in his shop but also washes dishes at home, helps others, makes gifts for them and plays with children. Mr. Cohen is less pleasant, and is shown three times as being bad-tempered as a result of having been disturbed by others while trying to sleep or work at home. David, the engineer, is shown working at painting and fixing up the house, studying at home, or taking trips.

Hana, Benny's mother, is depicted far more negatively than the men. While it is true that she works as a postal clerk outside the home, she is shown in that role only three times out of the 26 that she appears in the books. The remaining 23 times she is a patient but frivolous and rather incompetent mother who spends most of her time talking to female neighbors, none of whom seems to have a paying job. This despite the fact that when the book was published, a significant portion of Israeli women aged 18-65 worked in income-producing positions (31.6%). Hana is so interested in talking that while doing so she is unaware of anything else. For example, while holding a shopping bag containing four fish (page 18), she is so busy talking to Sara that she is unaware of the cat removing the fish from the bag. In another instance Hana is sitting in the kitchen with a neighbor and is so immersed in talking that she does not notice cats eating an entire chicken off a plate standing near an open window. Neither does Sara, although she is almost directly facing the cats. Nor is Hana a careful person. She breaks her leg while riding her bicycle because she turns her head to talk to Sara and does not notice that she is near the corner and that a car is approaching (pp. 74-75). Finally, on pp. 96-97 Hana is yet again drinking coffee with Sara. This time her lack of competene is shown in her having left her house key on the kitchen table, resulting in her and Benny, who also forgot his, being locked out.

One can only conlude from what we are shown about Hana that she is nice but incompetent. There is no comparable male figure in the book. While it is true that there are incompetent people like her in the world, what kind of self-image does a ten-year-old girl absorb when she reads in 1987 that Mother, as well as the other women in the story, spend a great deal of their time drinking coffee and/or talking together (25% of their appearances)? While one female figure, Sharon, the nurse, mixes paint, moves furniture, plays the guitar and takes trips, not once is she shown in her professional role.

Women are portrayed in income-producing roles eight times: four as a clown, three as a postal clerk, and once as a nurse. In addition, Sharon mixes paint and moves furniture once each. Finally, while women appear in parenting roles 15 times (14 of them by Hana), men do not appear in that role even once. It is important to note that women engage in chit-chat eighteen times, while men are similarly engaged only four times. Men are shown in income-producing positions 17 times, as shopkeepers, clowns, mechanics and ambulance drivers, and another 11 times fixing or making things, working in the garden or washing the dishes.

There are 262 pictures of women and 190 pictures of men in *Neighbors*. Of the 165 pictures of active women fully 26% (43) depict them talking, while only eight (5%) show them in a paying job. In contrast, 28 (23%) of the 122 pictures of active men show them working and less than 1% in passing the time of day. Approximately 63% (89) of the pictures of children are of boys, 40% (35 pictures) of whom are active in comparison to 25% (13 pictures) of the girls. Children can only conclude from this that males are active and spend their time in worthwhile activities while females are passive and spend most of their time in unessential activities.

Having analyzed *Neighbors* according to the criteria mentioned earlier, the following conclusions have been drawn:

1. There is a distorted presentation of the characters of women. They are portrayed as unintelligent, careless, incompetent and gossipy. There is no comparable male character in the book.
2. There is a distorted and sexually stereotyped portrayal of the roles fulfilled by men and women. The small number of appearances of women in paying jobs as compared to those of men, and the total absence of men in a parenting role, are proof of this.
3. The different attitudes toward the sexes are emphasized in the pictorial matter. A far greater percentage of men than of women are engaged in what is considered "work". The distortion in the number of boys (89% of the pictures of children) in contrast to girls will undoubtedly leave its message.

Here We Are

Here We Are, which is a continuation of *Neighbors*, is intended for children in their second year of EFL instruction. There are 10 females and 23 males in the book. The characters appearing most often are 11-year-old Rami and Miss Kaplan, secretary to the owner of Golan's Department Store. Other characters include David Golan, first owner of the store and his sons, the subsequent owner, Joseph Golan, and his sons, Sara (it is unclear whether she is Rami's mother or not), and Judy, who is either a sister or friend of Rami. As in the previous book, the characters are flat and have not been developed.

Rami is curious, sensible, displays initiative and on occasion daydreams and procrastinates. He is also the only character to point to the material to be learned. Most important, he is active and independent, in contrast to Judy, the little girl, who is fearful and passive, and who appears almost exclusively with Rami (83% of the time).

Sara, who it may be assumed is Rami's mother, appears mainly with her son, often nags and seems to be rather incompetent. When she, Rami, and Judy go on a picnic, Sara does not remember whether she turned off the gas or radio before leaving the house, nor does she remember whether she has brought the cold drinks and her jacket. In the end the children give her a magazine and glasses and conclude by saying, "Read your magazine and rest." (Unit 20, pp. 4-5) The stereotypical image of Rami's mother is of a confused and incompetent person. Moreover, she is dependent on others, appearing most of the time in connection with Rami.

Miss Kaplan, however, who is incapable of functioning efficiently in any situation, is the most sexually stereotyped, most objectionable figure in the book. She does *not* arrive at work on time, does *not* type quickly, does *not* concentrate on her work and is confused. (Unit 9, p. 4). On a previous page we were asked "DOES SHE MAKE BIG MISTAKES?" and the answer is given, in case there is any doubt: "Yes, she does." In other places we find her incapable of recording instructions properly, frying an egg at the office instead of working, and when we finally find her working, on a page entitled "Everybody's Working in Golan's Department Store," we find that her work is sweeping up broken dishes. The woman is obviously confused, irresponsible and incompetent. Nor was this portrayal unintentional. In five separate places in the book the words "MISS KAPLAN! MISS KAPLAN" appear and in four of them they really mean, "How could you have done such a stupid thing? How could you have been so foolish and incompetent?" Despite all her confusion, however, at the end of the book, she finally realizes her dream by marrying the boss's son.

Miss Kaplan's nameless twin sister resembles her both physically and in character. She, too, is confused and incompetent, unable to do things correctly. At the bottom of the page (Unit 20, p. 3) we are told, "...SHE'S JUST LIKE HER SISTER!"

Other examples of distorted presentations of females in this book include a page showing six females and two males doing negative things, such as throwing garbage out of the windows or throwing seeds on the ground. Moreover, the males are all *children* (whom we can forgive), whereas some of the females are *adults*.

The roles fulfilled by women include a mother, grandmother, kiosk worker, singer, cook, secretary, fortune teller, laundry clerk, reporter, and a traffic policewoman who is frightened of the traffic. While women appear in income-producing roles approximately 35% of the 108 times they are depicted in the book, approximately 26% of the times (9) they are incompetent in those roles. In four of the 13 times that women are portrayed as mothers, they are either nagging or incompetent.

Men, on the other hand, portray roles such as doctor, owner of a large department store, film producers, salesman, baker, truck driver, fireman, detective, acrobat, clown, soldier and grandfather. They are shown in their occupational roles over 60% of the time, as grandfather a little over 1% (twice), as father not at all.

An examination of the pictorial material further demonstrates the distorted view of females one receives. An analysis of the number of pictures appearing in over one-half of the book shows that 61% (151) of the pictures are of men and that they appear in active roles more than twice as frequently as women (106 versus 48). Even more shocking is the fact that there are four times as many pictures of boys (69) as there are of girls (only 15) and are almost four times as active (37 vs. 10). The message here is clear: males are more important and more active than females!

The conclusions regarding the presentation of the sexes in *Here We Are* are:

1. There is an unbalanced number of men and women in the book. Although 51% of the population, women constitute less than 33% of the characters.

2. There is a distorted presentation of women in this book: incompetent, confused, inefficient, and not to be taken seriously. Moreover the females are dependent on males, a common sexual stereotype. The distortions are central to the book, and the "humor" is dependent on the incompetence and confusion of the women. Men, on the other hand, are not portrayed in a negative light.

3. There is an unfair description of roles fulfilled by the sexes. Men are shown in income-producing roles much more often than are women and almost never appear in a parenting role. Women, when engaged in paying jobs, are frequently portrayed as incompetent. This is also true of their appearances in a parenting role.

4. The pictures and illustrations in the book do not promote equality of the sexes. A distorted, stereotyped representation of females results from the relatively small number of active women and girls as compared to males.

Gabby and Debby

Gabby and Debby is intended for children in their third year of EFL instruction. Twenty females (37%) and 35 males (37%) participate in stories in the book.

Gabby and Debby, who are brother and sister, are the main characters in the text. They become involved in many adventures and are both intelligent, active, sociable children, who like to help others and who display initiative and a healthy sense of curiosity. In the adventures in which they are involved, they both solve problems and mysteries, in this case without Debby being dependent on her brother. Unlike in the previous books, Debby is independent and her achievements are based on her own initiative and intelligence. However, when referring to the two children, the authors consistently put the male before the female, leaving the false impression that females are of less consequence. The fact that only a boy points to the places telling us to watch the telecast strengthens this impression.

Two other children appearing in this book are Benny, an Israeli child who catches an escaping thief, and Martha, a child in the Australian outback who endangers herself in order to save her sheep during a storm. Equal presentation is given to their courage and initiative.

There is no real portrayal of adult males in this book, other than the Australian flying doctor (pp. 77) who potentially risks his life by flying in bad weather in order to treat a sick man. Women are also not characterized in depth, with the notable exception of the woman in a mining village who saves two children in a burning house from certain death. (p. 136).

Women appear in income-producing roles three (39%) of the 14 times they take part in the stories, and in parenting roles 58% (8 times) of the time. Men, on the other hand, are shown in paying jobs over 70% of the 65 times they are depicted, and in parenting roles 18% of the time (12 appearances). In addition, they fulfill 23 roles to the women's three.

Whereas the proportion of pictures of girls and boys (112 vs. 110) and active girls and boys (88 vs. 81) is balanced, there is great imbalance in regard to those of adults. There are 400% more pictures of men than of women (105 vs. 27) and almost 500% more active men (83 vs. 17). An analysis of the above statistics reveals a very biased and stereotyped portrayal of women in this book.

The conclusions regarding sexism in *Gabby and Debby* are as follows:

1. Girls are depicted on an equal status with boys in both pictures and text.
2. At the adult level, the change is startling. Women are unfairly and unrealistically presented in terms of numbers, roles, and frequency of appearance in these roles.

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6. "MY TOWN"—A PROJECT FOR GRADES 7–8

by *Ora Danino*, Ousha School, Ramat Gan

I have always believed that English teaching should incorporate educational objectives and encourage pupil involvement. English, while being taught for its language value, can, at the same time, be used as a medium for widening the pupils' horizons. The project described here can be seen as an exercise in Civics as well as in English. The subject "My Town" is normally dealt with in Grade 6, but at a lower level as regards both language and content.

Conversations with pupils in the 8th Grade left the distinct impression that they did not like their town. Most of them said there was nothing worthwhile seeing and that public officials were not doing their jobs properly. However, as discussion continued, it became apparent that they did not really know just what it was they did not like.

I then suggested that they write about an imaginary town they would like to live in; to each his own Utopia.

In order to make the subject more attractive, especially for the weaker pupils, we used an idea taken from "Project I" by Tom Hutchinson. The children were asked to draw maps of their "Dream Towns" and to explain what they would like to change in their real towns and why. To my surprise and delight, some really beautiful efforts came from pupils who have poor self-images and rarely speak out in class. All the maps were carefully drawn and attractively decorated and some of the best ones were hung up in the classroom.

Some of the children came up with interesting and original ideas such as prohibiting wheeled transport in town except by skate-board, "to prevent car accidents". Another pupil was more prosaic in his demands; he asked for the garbage to be collected more frequently. Even after the papers had been handed in, the children kept bringing up new ideas.

At this stage they began to know what they wanted to change so together we started to look for ways and means of informing the appropriate people of their feelings. Their difficulty was that they blamed the Municipality in general for neglecting matters, but they did not know exactly who was responsible for what in the Municipality.

The next step in the project was planned by the pupils themselves. They split up into groups and set out to collect information about the various departments and their functions. Cooperation between the groups was excellent with each group showing great interest in the findings of the other groups. Some of the formerly quiet and passive pupils proudly shared "exclusive" information obtained through relatives or neighbours who work in City Hall. Since it was particularly important to get these pupils actively involved in what we were doing, it was most gratifying to see how encouraged they were when the group needed their contributions.

Up to this point the project was allowed to develop according to the motivation of the class, but from here on I restrained the project somewhat in order not to interfere with the regular curriculum. From this point on, only short weekly tasks were assigned and not all of these had previously been discussed at length in class.

At the beginning of each week the children would gather round the board to read what the week's assignment was and to distribute the work, giving their own interpretations of the instructions even before I had the chance to explain.

The class was then asked to write a letter to the Mayor, giving them the opportunity to learn how to write a formal letter. At the same time we discussed ways of making a point,without being insulting or abusive, since it is important to learn how to criticize constructively.

A possible next step could have been writing a personal letter to a friend abroad, inviting him to visit the town and pointing out some of the town's attractions. This step was left out due to time limitations.

The most exciting part of the whole project was the production of a tourist brochure. The pupils were asked what they thought tourists want to know about the town. Then all their ideas were collected in a long list which was later organized as an alphabetical index. The pupils then volunteered to write about the various topics and the result was the tourist brochure.

The educational benefits from the project were numerous, one of the most important being the high degree of pupil involvement, especially of the weaker pupils, who are normally passive. Then we have the experience the pupils gained in real-life issues through English, and "learning-through-doing". Civics education is another obvious bonus. All this was in addition to vocabulary enrichment, particularly in an idiomatic English which would be difficult to achieve by the use of textbooks alone.

Acknowledgements

Thanks are due to my Inspector, Mrs. Nili Tager, for her encouragement throughout the project and whose idea it was for me to write this article.

E.T.A.I. — ENGLISH TEACHERS' ASSOCIATION OF ISRAEL

אגודת המורים לאנגלית בישראל

NEWS FROM ETAI

by *Ephraim Weintraub*, National Secretary

The year 1986-7 has been a year of organizational consolidation and progress for E.T.A.I. The emphasis this year has been on strengthening the infrastructure, defining procedures and tightening up the administration.

The fact that we have an office of our own and an efficient secretary (with the active support of the British Council) has enabled E.T.A.I. to become an efficient organisation as befits a body of its size.

An innovation this year was the centralized administration of membership dues. This both enabled the Executive to have a clearer idea of membership, dispersion of members and thus to plan its activities more effectively.

1987 saw several new branches set up. One should mention the enthusiastic work done in Tiberias by Rachel Ash, Yussef Dagash and Janet Ohana. Branches in Beer Sheva and the Upper Galilee too have reappeared.

A successful winter conference was held at Bar Ilan University with a record number of participants. Later, as an experimental innovation, a Spring Conference was held in Haifa at the Leo Beck School, and confirmed the opinion that it should become a permanent event on the E.T.A.I. calendar.

Judy Dobkins of Ashkelon and I represented the E.T.A.I. at the annual I.A.T.E.F.L. (Interntional Association of Teachers of English as a Foreign Language) Conference in Belgium this year and found a lot of interest in E.T.A.I.'s forthcoming conference and generally anything related to T.E.F.L. in Israel. People such as Elite Olshtein and Penny Ur have won English teaching in Israel a lot of respect from our overseas colleagues. As an overseas branch of I.A.T.E.F.L. we participated in a branch secretaries' committee meeting — in itself a mini conference — and had discussions about future relationships with I.A.T.E.F.L. with both its Chairperson and secretary. The outcome of these discussions is that Ron White, their new chairman, will be sent as a plenary speaker at the 1988 International Conference in Jerusalem. We look forward to an exciting association with our parent body.

Much of our energy this year will be devoted to the planning and organisation of the International Conference, convened by Jean Vermel and her team of enthusiastic "volunteers". This does not by any means imply that normal projects will cease.

A major change will be the introduction of S.I.G.s (Special Interest Groups) which will give members the chance to meet on an on-going basis. Examples of S.I.G.s would be English Speakers (at the primary and secondary level); Computer Assisted Language Learning; Young Learners; Slower Learners, et al. These groups could meet on a local, regional (North/South Israel) or national basis. Of course mention must be made of our first S.I.G. — "E.T.A.I.-Tech", which is concentrating on Technical English. Colleagues with ideas on the subject are invited to submit suggestions to E.T.A.I., POB 7663, Jerusalem.

As usual much of the success of the organisation (over 1000 members) can be attributed to the quiet support of the Inspectorate. Very often active participation and "pushing" by inspectors helps to get a branch off the ground. One must cite the encouragement given the fledging Beer Sheva branch by Hana Horowitz and Irena Davidowicz.

We have a long year ahead of us. Our E.T.A.I. success depends on your active support; taking out membership (35 N.I.S.), participation in meetings and conferences, and the willingness to take on responsibility when needed. After all, E.T.A.I. is an association for the English teacher.

Finally a few words of thanks to Sheila Been for being a constant inspiration, Ruben Bar-On for his neverending energy and our secretary Rochelle Kirsh for her cheery patience.

E.T.A.I. Sixth National Summer Conference, Hebrew University of Jerusalem, 15-16 July 1987

Conference Report

The programme consisted of plenary lectures, workshops, informal activities and receptions; the conference organizing committee consisted of Ditza Verter, Evy Ezra, Eleanor Satlow, Miriam Herman, Anna Garty and Jeanette Edri. The general theme of the conference was "BRANCHING OUT".

The scheduled programme was:

Wednesday 15 July: Parallel Opening Session Remarks by Sheila Been, Chairperson ETAI, and Raphael Gefen, Chief Inspector for English, Ministry of Education.

Parallel Lectures and Workshops — SESSION I (see below)

Lunch and Lunch-time Activities —

a) Haiku and Poster Sessions

- b) Soviet Jewry Update
- c) New British Council Video Films
- d) On-going Book Exhibition

Parallel Lectures and Workshops — SESSION II — (see below)

British Council Reception for ETAI conference participants, hosted by Michael Murphy, English Language Officer, British Council.

Festive Evening presented by Eric Cohen publishers (new publications)

Thursday, 16 July: Parallel Lectures and Workshops — SESSION III (see below)

Lunch and Lunch-time Activities —

- a) Haiku and Poster Sessions
- b) Inter-Action Theatre "Situations from the Oral Bagrut" and parts of Act 3 "All My Sons"
- c) Inter-Action Theatre: "Busybody" theatre workshop for Grade 6
- d) British Council videos
- e) Book Exhibition

What's New in E.T.A.I.? A summary and looking ahead

Closing Plenary Address —"Slouching Towards the Year 2000", Prof. Zeev Klein, Dean, School of Education, Hebrew University.

PARALLEL LECTURES AND WORKSHOPS — SESSION I

Plentary: Classroom Management — Arthur McNeill, Chairman, English Language Institute, University of Surrey (guest speaker, sponsored by the British Council)

Workshops:

1. Starting Off Oral Activities for the School Year — Devora Ben Meir
2. Facilitating Creativity and Drama — Babette Kaplan
3. Helping Learners Learn for Themselves — Marion Geddes (guest speaker, sponsored by the Anglo-Jewish Association)
4. Student Observation on Tasks in School — Dvora Kalekin
5. Using Newspapers in the Classroom — Susan Bellos & Natalie Hess

6. "TIES" textbook — Gaby Shoshani
7. To Be Or Not to Be: Grammar for Weak Learners — Miriam Harringman
8. "What's in a Word": Vocabulary Activities — Ruth Baratz
9. Motivating Slow Learners in the Upper Grades — Hazel Camron
10. Teaching Reading Comprehension (with and without computers) — Ruth Olin, Miriam Schcolnik
11. Games and Activities for Beginners in English — Sheli Ganiel
12 Problems of Adolescents in the High School Context — Ephraim Weintraub
13 Computer-Based Comprehension Skills — Judith Criden
14 Discipline and Motivation: Mission Possible — Marilyn Rosen
15 Using Textual Redundancy to Facilitate Reading Comprehension — Arthur Schneiderman
16 Bringing Soviet Jewry into the English Classroom — Judy Entein
17 The Textbook and Beyond: A Multilevel Approach to Foreign Language Teaching — Ilana Kornblueth and Sheila Schoenberg
18 Activities to Stimulate Extra Reading and Writing — Rachel Ash.

PARALLEL LECTURES AND WORKSHOPS — SESSION II

Plenary I: Translation in the EFL Classroom — Professor E.A. Levenston, Hebrew University.

Plenary II: Signs and Symbols — A Discussion of Nabakov's Short Story "Signs and Symbols" — Dr. Leona Toccer, Hebrew University

Workshops:
1. Transactional Analysis of Behavioral Patterns in the Classroom — Lenny Ravich
2. Helping Learners Learn for Themselves — Marion Geddes (repeat)
3. Classroom Management — Arthur McNeill
4. Listening Comprehension Activities for Junior High School — Judy Dobkins (Inter-Action)
5. Story-Telling for Classes 5 and 6 — Francine Moscowitz, Hilary Lavi
6. It's a Cloze! A Meaningful Approach — Hazie Flint, Shoshana Flavin, Judy Segal

7. Activating and Inter-Activating: Advanced EFL Learning — Judy Rappoport-Buchwald
8. Think It Through: Integrating Skills in the Upper Grades and the Roles We Play — Evy Ezra and Natalie Hess
9. A Potpourri of Writing Ideas — Ellen Gordon
10. Weak High School Pupils With or Without the Three Point Bagrut — Miriam Herman and Tehiya Neuman
11. Communicative Language Testing — Renée Vorhaus
12. Dialogue Journal — A New Practical Way of Combining the Development of Reading and Writing Skills with Getting to Know Each of Your Pupils Individually — Margaret Porat
13. Dramatic Techniques for the Practice of Speech Acts — Ora Karee
14. Pop Music in the Classroom — Belinda Neuberger
15. Technical English — Ruth Arnon
16. Correcting Written Work — A Student's Tool for Self-Evaluation — Jean Vermel
17. Techniques for Evaluating Textbooks — Joel Rosenfeld
18. Under All Conditions — And How to Teach Them — Laura Schoffman

PARALLEL LECTURES AND WORKSHOPS — SESSION III

Plenary I: Classroom Management — Arthur McNeill (repeat)

Plenary II: A Feminist Analysis of the Bagrut Literature Program — Natalie Hess

Workshops:

1. Games and Creativity in the Lower Grades — Miriam Gil'ad
2. Gestalt Awareness in the Study of Literature — Lenny Ravich
3. Techniques of Survival — Anna Sotto
4. Helping Learners Learn for Themselves — Marion Geddes (repeat)
5. The Multi-Level English Class — Yitzhak Ernest
6. How to Write Your Own Tape Script — Rachel Saperstein
7. Methods for Eliciting Oral Activities — Abie Schatz (Inter-Action)
8. Working with English Speakers and Advanced Learners at the Elementary Level — Pat Fohrman
9. Recent Audio-Visual Aids — Gusta Nagel
10. Practical Tips from "PRACTICAL ENGLISH" — Alan Lisey

11. Integrating Oral Skills with Literature — Shai Aran
12. Helping the Weakest — Brenda Liptz and Rivka Horowitz
13. "The Sunflower" — A Unit on the Holocaust as an Alternative Non-Fiction Program for 5 Point pupils — Amalia Etkin
14. Living Together: Oral Activities for Israeli Students (Jewish and Arab) — Yousef Daghash, Atara Megaid, Boaz Sarig
15. Topical Subjects in the Classroom — Ditza Verter
16. Listening Comprehension — Carol Goldfus and Nomi Ballas

Closing Plenary: "Slouching Toward the Year 2000" — Prof. Zeev Klein

E.T.A.I. wishes to acknowledge the special help provided by the Hebrew University (In-Service Training Department, School of Education), the Ministry of Education and Culture, the British Council, Eric Cohen Books, and Sela-Lonnie Kahn Books.

REPORTS FROM WORKSHOPS

"TRANSACTIONAL ANALYSIS OF BEHAVIORAL PATTERNS IN THE CLASSROOM": Lenny Ravich, English Inspectorate

The workshop demonstrates the application of the human conduct theory of Transactional Analysis, developed by Eric Berne, M.D., to the management of classroom interaction, in order to further the emotional growth of teachers and pupils. Options in selecting behavioral responses for desired group atmosphere were discussed. Basic elements include use of agreement as a basis for positive teacher-pupil and pupil-pupil relations; employment of all classroom situational challenges as opportunities for self-awareness via "choice"; and motivation by means of healthy communication. The theory must be utilized consistently for favorable results.

"TECHNIQUES OF SURVIVAL": Anna Sotto, Kiriat Tivon Secondary School.

Many years ago, I was privileged to attend a performance given by Danny Kaye (may he rest in peace). As the audience sat in expectant silence, a smiling Danny loped on to the stage, sat on the edge of it — his legs dangling over the side, and with a wave of his hand he quietly said, "Hi!" And I *knew* he was talking to *me*! As a teacher, that scene has often flashed through my inner eye. How did he do it? Of course the audience (pupils) had paid their money, queued up in the rain, and were highly motivated. Is there any way we can achieve 10% of his success?

Let's discuss the following: How to get a lesson started, motivation, and how to survive with a smile.

"HOW TO WRITE AND PRODUCE YOUR OWN TAPES": Rachel Saperstein

Having lessons on tapes is like having money in the bank. You can drawn on it as needed. But how do you ensure that the tape is suitable for the lesson? Simple! You write and produce your own tapes.

This workshop offered practical advice on writing, recording, editing and using tapes in the classroom.

As the supervisor of the Language Laboratory at AMIT High School in Jerusalem, I used my practical experience in directing workshop participants to produce a demonstration tape for their own classrooms.

"DRAMATIC TECHNIQUES FOR THE PRACTICE OF SPEECH ACTS":

Ora Karee (Seminar Hakibbutzim, Tel Aviv)

The study of speech acts is of increasing interest in the fields of linguistics and sociolinguistics. The area also offers rich potential for the EFL/ESL teacher who is searching for practical ways to apply the insights suggested by speech act theory to a curriculum whose focus and organization has moved from the structure to the situation with a serious concern for authentic communication. To quote John Searle, "...speech acts are the basic or minimal units of linguistic communication."*

Role-playing as well as other techniques developed by J.L. Moreno in the area of psychodrama are powerful tools which can be used in a language learning situation to develop competence in performing speech acts. Their power derives from the emotional as well as linguistic authenticity of the situations enacted. The form of the enactments also permits the teacher/director to naturally and unobtrusively provide correction of linguistic forms without inhibiting free production. Role reversals by the students allow for language repetition and practise.

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* Searle, John R. (1969). *Speech Acts an Essay in the Philosophy of Language*, Cambridge: Cambridge University Press.

The E.T.A.I. workshop gave teachers an opportunity to experience and observe some of the suggested dramatic techniques and to discuss their implications.

"TEACHING READING COMPREHENSION WITH AND WITHOUT COMPUTERS": Tamar Feuerstein and Miriam Schcolnik (Tel Aviv University)

The workshop was based on two new publications: Educational software for the teaching of reading comprehension skills and strategies, (*Turn On to Reading*, Ramot, University Publishers, 1986) and a resource book for teachers, (*Enhancing Reading Comprehension*, Ramot, University Publishers, 1986)

The software is intended for students in Junior High School; the book, for teachers of English as a Foreign and Second Language at all levels. The two are independent of each other but share the same theories and approaches to reading comprehension. *Enhancing Reading Comprehension* is a book of ideas that can be used both by teachers who use computers and by those who do not.

An introduction demonstrated that certain "reading comprehension" activities can be performed satisfactorily with no actual comprehension. A brief discussion focused on the difference between reading comprehension activities and the testing of reading comprehension.

The reading lesson — as an entity in itself, or as a follow-up strategy to the computer lesson, as well as the skills and strategies necessary for comprehending a text were discussed and exemplified through various classroom activities.

The activities presented demonstrated techniques for the teaching of reading skills such as: prediction and expectation, recognizing comparison and contrast, understanding and making classifications, reading for the understanding of both explicit and implicit information, distinguishing facts from opinions and recognizing reader's and author's bias.

"WEAK HIGH SCHOOL PUPILS WITH AND WITHOUT THE 3 POINT BAGRUT": Tehiya Neuman and Miriam Herman, Jerusalem

The pros and cons of the 3 point Bagrut were discussed: it has formed a much needed bridge between the Gemer and the 4 point Bagrut, but the present format is not sufficiently effective.

Weak pupils who comprise at least 65% of the school population were enumerated.

A methodical work programme for the 3 point Bagrut pupils using the existing material in a more meaningful way was presented.

References

1. Ministry of Education, statistics, 1986
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"TIES", TEXTBOOK FOR THE UPPER GRADES: Gaby Shoshani, Haifa

Fifty teachers attended the workshop on TIES, a new high school textbook for eleventh and twelfth graders. It was the teachers' specific request that the workshop be devoted to an introduction on how to use the book. Therefore, although we had intended to give practical tips of a more general nature based on materials in the book, we spent most of our discussion on explaining basic elements of a unit in TIES.

Our first point was that TIES was written as a text to teach and not as a source for tests. Therefore, it is important to understand how each unit is organized before attempting to plan a lesson.

Each unit consists of three sections of which the first two center upon reading passages. In the third section, a recorded conversation provides the language input. An introduction precedes each reading passage and exercises designed to develop language skills, vocabulary and grammar follow. As the exercises are contextualized and are based on the subject matter of the reading passages, they will usually be given only after reading the texts, unless they are needed for introducing vocabulary. On the other hand, the exercises in the third section are of a more independent nature, and therefore can be used more flexibly.

In answer to questions concerning which exercises to use in class and which to give as homework, we explained that we feel that this is greatly up to the teacher, the class and the time available. As to simplifying exercises for weaker students, we mentioned various techniques which are described more fully in our Teachers' Guide.

"CURRENT EVENTS IN THE ENGLISH CLASS": Ditza Verter, Rene Cassin High School, Jerusalem

Our purpose in teaching English is to teach the students to communicate in English. Bearing this goal in mind, there is no reason for us to feel compelled to stick rigidly to a specific book or syllabus. Our aim must be to teach the techniques necessary in order to enable our students to communicate in the language. It is our duty as educators to try to achieve our teaching goals in a context relevant to the students and to the society in which they and we live. But how is it possible to come into class, deal with events of the times, and still feel you have done your duty as an English teacher? And how do you do this when the news item you would like to deal with appeared in the news just the night before, or even worse, the very morning of your lesson?

The easiest thing to do is just to enter the class and ask who listened to the news. Hands will go up and ideas will be brought up. Because the items will be topical, the class will readily participate. New vocabulary should go up on the board and will be used by the pupils as each tries to express his/her view on the subject. Group discussions and written work in groups or individually can follow. A simple procedure like this can lead to a ten minute discussion or a two hour lesson, as you wish.

Burning political issues like the Pollard case, the Lavi project or the international peace conference are good as subjects for group discussions. Introduce the basic vocabulary necessary while eliciting the basic facts of the case from the class. The class must know the facts and some pertinent vocabulary. I like to divide the problem discussed into aspects and sides of the issue. Each group gets a card bearing questions on only one aspect of the issue. In the review and debate that follows, each group is an expert on one aspect of the problem so that in the end we discuss the whole issue. Naturally, we don't usually come to a consensus, but we do deal with the various aspects of the dilemma. Each group usually sums up its conclusions in a short written common report. At the end of the discussion each student can be asked to write a composition explaining his opinions on the matter.

The Jerusalem Post and the Jerusalem free weekly *In Jerusalem* (also published by the *Post*, and in my opinion written in easier English) are a wonderful source of articles for holiday and special events in Israel. By changing some difficult words and re-writing the more complicated sentences the articles can be read in class and used as listening comprehension (I write questions out on a ditto) or used as a basis for a class discussion. On the Friday before Holocaust Day and Soldiers' Remembrance Day the *Jerusalem Post* and *In Jerusalem* usually run articles on the subject. Some of these articles make for excellent reading in class.

Newsweek and *Time* magazine are also excellent sources of articles that are relevant to material taught in class. These articles, scaled down, can be used to enhance or review the material taught.

News and current events can and should be taught in any class and at any level. In weaker classes, articles can be simplified for use in the class. In the lower grades, pictures of current events and people in the news can be used to elicit basic sentences about the events of the times. A class composition using the new vocabulary can sum up the news activity and give the students a feeling of mastery.

Current events can be a valuable tool to the English teacher in that it enables him/her to teach the language in an atmosphere in which the students are eager to participate and to learn the new vocabulary in order to be able to express their ideas on the subject.

"LOGAL — THE TEXT COLLECTOR": Judith Criden, Kfar Blum

Standard reading comprehension activities involve the student in reading a text and responding to questions related to the text. In THE TEXT COLLECTOR the student performs a reverse procedure: the story is hidden from the student and he is asked questions relating to this hidden text.

Available in this program are several tools, each dealing separately with different basic skills of comprehension and reading. Together they furnish the student with the information required from the text. The fact that the student cannot read the text forces him to focus only on the question itself. This focusing is accomplished by analyzing the question with its components and seeking a key word in the question which should appear as well in the expected answer. When the student requests this word, the computer exposes every location of that key word in the text. The student then uncovers the text surrounding the key word and where he thinks the answer may be located. Here he focuses on the syntax which leads him to the textual contents he is searching for.

In this reverse procedure, the student is led to expose, with the help of the questions, key sentences in the text. When the whole story is revealed, the student knows the story, other than less significant details, and is capable of relating to it. In this way the student experiences the meaning of main and secondary ideas in a text.

THE TEXT COLLECTOR provides the teacher/developer with an open tool with which he can provide other stories, questions and answers, to meet the academic needs and interests of his students.

LOGAL has developed a series of programs which deal with skills of reading comprehension for learners of different ages and ability levels, both in Hebrew and in English. The programs use, in unique and original ways, the ability of the computer to deal with a variety of learning procedures that no other educational technology can provide.

The programs are open tools providing the author of educational software with an opportunity to develop a variety of subject matters. Available to the author is a Developer's *Tool Box* where some tools are specific for certain programs and others are general, serving the entire series.

The programs are:

The Text Collector
Get Sharp
The Reading Laboratory
ColorSyntax
Edi(X)
The Developer's *Tool Box*

"TEXTBOOKS AND BEYOND — A MULTILEVEL APPROACH": Ilana Kornblueth and Sheila Schoenberg, School of Education, Hebrew University

It is the student's right to have a good textbook, followed consistently but selectively in the classroom. It is the teacher's parallel duty to go beyond it.

"Going beyond" can serve several purposes:

a) enhancing the reading comprehension process;
b) tying in with the student's personal universe of meaning;
c) adapting to the different levels of understanding and competence;
d) extending the imaginative and critical grasp of the content world, and the form of the text;

In order to achieve this, the teacher must be ready to engage in a more divergent and independent form of thinking and planning, and to view the text as a resource for learning and teaching activities on various levels. The same text (i.e. a word, an anecdote, an advertisement, a discursive passage) can often serve as a teaching unit for classes ranging from a weak 7th grade to a high level 12th, provided the inherent possibilities for divergence are appreciated. This mode of operation can be likened to the performance of Jazz, where the score is minimal and the instrumentalist is at liberty to improvise and add spontaneously in keeping with his own and his audience's "mood".

Examples of such jazz-like elaborations were given and discussed, and additional improvisations on a random classroom text were shared in the workshop.

Some of these divergent possibilities were then summed up and graphically presented by means of a diagram which might serve as a teacher's guide for future elaborations.

Owing to the absence of the lecturer in the workshop on teacher training and classroom observation we took the initiative and suggested that the people present should exchange views and share experiences.

We presented an account of the tutorial approach prevalent in teacher training courses at the Hebrew University, and a lively discussion ensued. Requests for further interachanges were voiced by the participants of the workshop.

"MOTIVATING WEAK PUPILS IN THE UPPER GRADES": Hazel Camron, author: *"New Ways to English"*

The basic premise of my approach and that of the book is the use of functional, communicative materials which are meaningful and relevant to the pupils and their environment and general interests. The term "weak" means different things in different schools and different areas. For this reason the book consists of smaller and larger reading segments, to encourage weaker pupils and to provide a challenge for the stronger ones.

Exercises and activities may be done orally or in writing with varying degrees of assistance from the teacher. Pupils are given the opportunity to show *how much they do know* and not how much they *don't know*. A positive attitude is vital to raise the pupils' self-image after years of failure.

The modular approach allows teachers to select units according to the interests of the pupils and particular points in time, e.g. the unit on songs includes a passage on the Eurovision Contest which would be most popular if taught at the time of the contest on T.V.

The texts provide a *springboard* for personal pupil involvement — a survey of the cafes in the neighborhood — listing names, menus, prices, etc. Pupils may bring pictures of their favourite singing or sports personalities together with information. Being a source of information for the teacher gives pupils a good feeling. Teachers have the opportunity of bringing in authentic material connected with the texts in the book, such as T.V. schedules, slogans on cars, ad infinitum. It would help to collect suitable newspaper cuttings throughout the year and classify them for future use.

Details about various personalities in the book could be converted into basic questions about local personalities, e.g.

Where was X born?
How old is X?
What songs does X sing?
Where does X live?
What club does he play for?

A *sense of achievement* and progress is essential to further the pupils' interest in learning English. A set of vocabulary items, which the pupils are expected to know, appears at the end of each unit. After completing a number of units, the pupils are delighted when they see that they have actually built up a growing and useful vocabulary.

The high visual lay-out of the materials attracts the pupils and invites them to go to the texts and the activities. Poorly presented pages of texts can never encourage pupils to take a first or a second look at the materials. The print is clear and widely-enough spaced to be more easily read. Some of the print is larger for purposes of letter and word recognition.

Gaining the pupils' interest is halfway to motivating them to *learn*. What we teach is not as important as what the pupils *learn*. The teacher is first and foremost a facilitator.

"FACILITATING CREATIVITY AND DRAMA": Babette Kaplan, Bet Berl Teachers' College

Educating for creativeness is vital for our very survival today. Our incredible advance in knowledge has caused complex problems in human relationships. Uniformity of thinking is encouraged by the mass media: the truth is that each one of us is creative but bound by our fears of being different. Acceptance and flexibility are key ways of encouraging creativity in the classroom. In creative writing, the new and different idea should be the end product.

As teachers, the following facets of creativity need to be encouraged: 1) sensitivity to problems; 2) fluency of ideas and associations; 3) flexibility; 4) originality; 5) redefinition; 6) elaboration; 7) sensory awareness; 8) divergent thinking; 9) independence of thinking and judgement; 10) risk-taking; 11) imaginative activities. This last category includes Drama, which is concerned with the world of "let's pretend" where the learner is asked to project himself imaginatively into another situation. He may do this alone or with one of his fellow-learners, the focus being on the *doing* rather than on the presentation.

To do this work well, it has to be done in a non-critical situation, no competition and no slur on the teacher if she tries to do something which does not work. She simply tries something else. We are playing and if the play does not work, we stop and try something else. We need the daring as educators to unwind and dare to fail. We are aiming within this framework at nothing more and nothing less than the development of full, open, assertive, inquiring, responsive, tolerant, sympathetic and integrated personalities.

The workshop exposed ways of doing exercises to encourage the categories of creativity.

"STORY TELLING FOR GRADES FIVE AND SIX": Hilary Lavi and Francine Moskowitz

This workshop consisted of: (1) an inter-active lecture, (2) a demonstration, and (3) production and practice.

(1) *Inter-active lecture* — The following topics were discussed: the advantages of story telling as a teaching technique, its relationship to the communicative approach to TEFL, criteria for choosing a story, preparation for telling it, and suitable follow-up activities.

(2) *Demonstration* — One of the workshop leaders told a story, "Nail Soup", whch she had used in Grade Five.

(3) *Production and Practice* — Workshop participants were given a hand-out containing four story outlines. Working in small groups, they developed one of the outlines into a story. They decided upon the props, drawings and/or mime to be used in telling it. They also developed a suitable follow-up activity. Each group told the story it had worked on to the other workshop participants. After each presentation, there were questions and comments.

"ACTIVITIES FOR TEACHING LISTENING COMPREHENSION": Carol Goldfus and Nomi Ballas

The latest theories of listening comprehension were briefly presented and the basic differences between the written and the spoken text were explained. This was followed by techniques for using the radio news in the classroom.

The AIM of the workshop was to show ways of training the pupils in

a) how to listen to the whole text without giving up, even if the language is unfamiliar.

b) how to separate the essential from the inessential.

c) how to listen flexibly in a variety of contexts.

d) how to use the pupil's predicting skills of the L1 (mother tongue) in the L2 (foreign language).

Different LISTENING SKILLS were presented such as: listening for the main point, listening for specific detail, recognizing familiar vocabulary and inferring the meaning of unknown vocabulary.

The presentation included a lecture on the exploitation of various texts for the development of listening comprehension as well as briefly touching on the preparation of a tape.

The participants were involved in the nature of listening comprehension, its place in the lesson and the use of tapes and existing materials. It was shown how listening can take its place next to reading as one of the ways to develop language proficiency in our pupils.

"DIALOGUE JOURNALS — A NEW AND PRACTICAL WAY OF COMBINING THE TEACHING OF WRITING AND READING WITH GETTING TO KNOW YOUR STUDENTS": Margaret Porat

Dialogue journals are very widespread in the United States and are used as a very effective way of developing writing and reading proficiency in English, both as a first and second language.

A dialogue journal is a written conversation in which two people communicate regularly (daily is best, but if not, once, twice, three times a week) over a period of one semester or an entire year.

A dialogue journal is thus different from a monologue personal journal, diary or composition.

Characteristics of a dialogue journal

1. a regular written conversation
2. the dialogue is conducted between two participants
3. the dialogue extends over a period of time
4. the topic is generated by the pupil
5. the teacher is not an evaluator, but rather an interested participant
6. the teacher does not make any corrections whatsoever (however, the teacher's entry can serve as a model for the students).

A dialogue journal can take on many different forms depending on the demands of both pupils and teachers.

The two main types of journals seem to be

Type 1

The pupil writes an entry in a notebook used only for the purpose of the journals. The topic can be anything generated by the pupil (or if decided on can be connected to a specific field). The teacher reads the pupil's entry and then as an interested participant responds to what has been written — commenting, asking questions, adding personal experiences, clarifying, etc. The pupil then responds to the teacher's entry and adds any new information.

The journal is a private dialogue between pupil and teacher.

The journal can be written in class (first 10/15 minutes of a lesson) or at home.

Type 2

The pupil writes his/her entry in the journal (usually at home). The topics are not personal but all related to things connected to material studied at school, or problems, papers, etc.

The teacher responds briefly at the end of the journal with a few comments.

The teacher also writes a common teacher's journal to all the pupils. In the teacher's journal comments are made and extracts from different pupils' journals are quoted.

Some of the benefits for the pupil

1. Dialogue journals provide an opportunity for real communication in a non-threatening way.
2. Dialogue journals allow learning to grow out of the pupil's interests.
3. Dialogue journals allow each pupil to start where he is, at his level and progress from there.
4. Dialogue journals provide optimal conditions for language acquisition, focusing on meaning rather than on form.
5. Dialogue journals are one activity which all pupils can do, no matter what their level is.
6. Dialogue journals help the writer to develop a sense of ownership of the writing and reading experience. They have generated the text and it is to their text that the teacher relates.
7. Dialogue journals help the pupil to become aware of some of the basic tools a writer uses to communicate with an audience (audience awareness).
8. Dialogue journals fill the gap between everyday talk and formal essay writing.
9. Dialogue journals help the pupil to develop his writing just by the fact that he writes — improving one's writing by writing.
10. Dialogue journals help the pupil to develop his writing grammatically, lex-

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ically, syntactically — all this by using the teacher's entry as a model or by having lessons based on common errors and, the main thing, by using language when it is relevant.

11. Dialogue journals are one practical instance of reading and writing bound together in one single functional experience. The two participants write back and forth to each other, thus constructing a mutually interesting reading text about self-generating topics.

Benefits for the Teacher

1. The teachers feel satisfaction when they find that their own needs are being met in the process of teaching.
2. Dialogue journals make the teacher feel alive, feel a person and according to most of the articles I have read, prevent the "burn out" process so common among teachers.
3. The teachers get immediate feedback on the effectiveness of their teaching.
4. The dialogue journals give the students an opportunity to speak in their own voice.
5. The teachers seems to be able to manage discipline problems better after conducting dialogue journals with problematic classes.
6. The teachers do not just feel that they are working in vain — spending hours correcting papers and then finding that the pupils do not even look at the corrections, or, if they do, the same mistakes are repeated again and again.
7. Teaching is not boring for the teacher
8. The teachers get to know their students.

E.T.A.I.

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ENGLISH BY TELEVISION — AN OVERVIEW

by *Sheila Been* and *Dvora Ben-Meir*

Over the last fifteen years or so, the medium of television has been seen as a useful aid in the teaching/learning of English as a Foreign Language. In Israel, the Instructional Television Centre, under the auspices of the Ministry of Education and Culture, has constructed courses of study which include a television component, pupils' books, teachers' guides, sometimes posters, and (more recently) audio-cassettes. In this article we would like to describe the changing role and objectives of each of these components as a result of changing approaches in language learning on the one hand, and changing needs of the clients (pupils and teachers) on the other.

Background

The "English by Television Series", which caters for the school system, has evolved through three major phases. Unfortunately, due to constraints on budget and manpower, telecasts representing each of these phases are still being broadcast and it is necessary for teachers to understand the underlying rationale of each, in order to make the best use of what they offer and to compensate for their limitations. It must be remembered that the telecast is seen as accounting for approximately twenty minutes of classroom time per week and therefore it must be combined in an integrated fashion with other learning experiences and resources. It is important, therefore, that teachers become discerning viewers so that they can take advantage of the benefits of the medium and at the same time become discerning teachers so that they can complement the series with additional learning experiences. With this in mind, let us now examine the rationale of each of these phases:

Phase 1

The courses in this phase were produced in the 1960s, during the hey-day of the audio-lingual approach to language learning. Television was seen as the ideal medium for:

a. providing meaningful situations for the contextualization of grammatical structures;
b. providing a model of native speech;
c. providing grammatical rules in a visual and economic way;
d. introducing the then recently-adopted Ministry of Education curriculum.

In the light of these objectives, the telecasts included a studio-teacher, depicted simple everyday situations, expressed a highly controlled language and provided opportunities for pupil activation. Every telecast and its accompanying unit of work was designed to teach a particular point of grammar, as set out by the Ministry's curriculum, and a limited number of new words. The "English by Television" package included in-service training. The overall result of this phase was that it created a fairly standard methodology throughout the country. However, it became apparent that pupils tired of the rather banal situations offered and that direct teaching by a studio teacher distracted learners. These two factors set the scene for the second phase.

Phase 2

By this time a more cognitive view of learning was gaining ground and the medium of television began to assume additional roles:

a. to bring the world into the classroom, thus widening horizons, so that subjects beyond the immediate environment could be discussed;
b. to enable learners to perceive language as both a visual and an aural experience;
c. to encourage learners to interpret from context and from visual clues.

Grammar was still the core of the curriculum, but the need was felt to provide more challenging material. More sophisticated situations were chosen and more sophisticated television techniques were introduced. Rules were presented by the actors, by attractive animations and at times omitted altogether. The accompanying material laid greater stress on reading, and audio-cassetttes were provided for pronunciation and intonation practice and for literal comprehension. This phase is exemplified by "Gabby and Debby", "Debby in Hospital" and "Neighbors".

It was at about this time that feed-back showed that many pupils could not cope with the lock-step pacing that open circuit broadcasting demanded and that not all pupils responded to a rule-governed approach to language learning. Perhaps more important than all others, the stress on mastery of every grammatical rule gave rise to feelings of frustration and failure. In an effort to counteract these problems, alternative support materials were provided with the objective of limiting the number of rules and limiting the vocabulary. These easier books served to fill the breach for a short period, but it became clear that the policy would only lead to greater problems later on when the requirements of the Bagrut examination had to be met. A way had to be found to overcome these problems.

The Winds of Change

In the mid 70s Israel was becoming aware of the winds of change in foreign language learning. Although we had always claimed that "communication" was the goal of our courses, we found that in fact we had assumed that communicative proficiency required grammatical mastery. The English department at Instruc-

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tional Television then began to re-examine its theoretical premises. Krashen's work on the importance of a rich but comprehensible input, Widdowson's explication of the difference between use and usage, value and signification, the work of Candlin, Brumfit, Breen, Littlewood and others gave us a different insight into what language learning involves. We began to see that pupils must be given the chance to use the language purposefully from the earliest stages, that in order to encourage natural acquisition, exposure should be given to as much authentic language as possible, so that language learning should be seen as a dynamic process of gradual refinement, rather than as a set of rules to be mastered one at a time. This kind of learning necessarily requires a different kind of environment — an environment where pupils have opportunities to interact with each other, monitor themselves and each other, and where teachers, instead of prescribing what is to be taught, become proficient at reacting to pupils' needs, become efficient planners and managers, and while retaining control, nevertheless learn to share the responsibility for learning with their pupils. It was with this model of learning in mind that we began to conceptualize a new role for the medium of television and a new design for our courses.

Coincidentally, two important factors became apparent. Firstly, it was urgent to renew the 10th grade series, since this series was one of the earliest produced. Secondly, the Instructional Television Centre felt the need to give budgetary priority to Hebrew subjects and was not able to produce English programs for the 10th grade. We had no alternative, therefore, but to search for and purchase programs from abroad. (Programs for the early levels, 4, 5, and 6th grades, would continue to be produced by our station).

Our search for suitable films took two years. By the end of this period we had come to the conclusion that our answer lay in short dramas, dramatised stories produced for general educational purposes. By now we had come to certain conclusions about the role of the medium in language learning in general, and in our courses in particular, and we had to examine the implications.

Conclusions

Before describing the third phrase of the "English by Television" series, we would like to describe some of these conclusions and implications. Firstly we held to our belief that the medium has a vital and unique contribution to make — but not in terms of direct teaching of grammar, speech functions, notions, phonology, vocabulary, etc. Instead, we postulate several contributions which the medium of television can make to language learning:

1. Learning is fostered when the learner's interest is engaged. Dramas provide this interest, if they meet the learner's expectations of "good television" (a good story, good acting, good production).

2. Learning a foreign language requires exposure to authentic language. Dramas provide this input.
3. Learning a foreign language involves learning the pragmatics of that language. Since this cannot be taught explicitly, dramas are ideal for exemplifying gestures, facial expressions, posture and proxemics (the distance people stand from each other).
4. Learning a foreign language is seen as a vehicle as well as a goal. Therefore, dramas which are rich in theme and plot provide this vehicle and become a departure point for language activities.
5. Learning English as a Foreign Language is seen as part of the general educational development of the learner. The presentation of relevant educational themes contributes to moral, cognitive and affective development.

On the other hand, the use of such films raises a host of problems. The language in these films is rich but dense and completely uncontrolled. Secondly, often the speech is fast and there may be some lack of clarity. Thirdly, some of the speech in the films is in non-standard English. Fourthly, the telecasts no longer provide a specific language teaching point.

Implications

Initially these problems seemed to present limitations, but an examination of the literature indicated that our fears were unfounded. Willis (1983) pointed out that the visual and audio elements in authentic films usually *supplement* each other, whereas in non-authentic language teaching productions, the visual is used to *duplicate* the audio.

For example, in language teaching telecasts, when a character says, "I'm mixing the paint", we actually see this taking place. However, in authentic interaction visual clues are used to interpret and infer meaning, not to duplicate it. Authentic films give the language learner practice in the skills of interpreting messages and inferring meaning. For example, in the film *NIKKOLINA*, Nikkolina's Aunt Sophia, on a visit from Greece to America, presents her niece with an old Greek costume. Nikkolina's face falls: her aunt asks her if she likes the costume, and Nikkolina says "Yes, it's very nice". The viewer interprets these words according to her facial expression and not according to their literal meaning. Furthermore, learners can overcome the difficult, fast or unclear language with the help of the visual elements. Even learners deficient in their knowledge of the language are able to follow the story line. In addition, learners learn to tolerate uncertainty (J. Rubin, 1975) thereby gaining confidence.

The problem of exposing learners to non-standard English has some possible benefits. On the one hand, some learners are encouraged through identifying with a non-native speaker who can nevertheless communicate adequately. On the other hand, some learners profit from the exercise of differentiating between Standard and non-Standard English.

The fact that there is no explicit teaching point is seen as a clear advantage. This allows for greater flexibility in relating teaching points to learning needs. It was felt that reading, listening, speaking and writing strategies and formal grammar would be provided by the support materials. With these conclusions and implications we set about designing the support materials.

The Support Materials

Support materials should reflect a communicative approach to language learning — world knowledge should be capitalized on, communication should take place on the basis of an information gap, tasks rather than texts should be simplified, problem-solving activities should be presented, co-operative learning should be encouraged (Johnson and Morrow, 1981). With these principles in mind, we set up the following objects:

1. to use the theme and language of the telecast as a springboard for activities
2. to encourage learners to hypothesize about the theme and characters of the telecast and to check their hypotheses while viewing
3. to provide learners with pre-viewing and post-telecast activities. The pre-viewing activities should introduce concepts/theme/characters/vocabulary. The post-telecast activities should expand on the theme/language.
4. to expose learners to a variety of authentic texts (including scripts of the telecast, bulletins, recipes, diaries, letters, newspaper articles, catalogues, etc.) and to a variety of purposeful tasks (reading for specific information, reading between the lines, reading for the main idea, etc.).
5. to give exposure and practice in using non-linguistic knowledge to perform reading tasks (size of print, numbers, world knowledge, redundancy, etc.).
6. to provide integrated material: reading activities should spiral to listening activities which should further spiral to a talking or writing stage.
7. to encourage learners to use language as a vehicle for learning "something new", for becoming aware of their own learning strategies, and for making generalizations about language.
8. to introduce formal aspects of language as a result of a communicative need and to demonstrate their communicative potential. It was felt that grammatical drills should be provided by the teacher according to the learner's needs.
9. to provide data which can be used in different ways by adapting it to different levels of learners (see footnote).
10. to involve learners in the learning process by making them aware of their responsibility, in individual/pair/group activities.
11. to release teachers from the search for authentic data and the production of communicative activities.

The formulation of these objectives, plus the decision to purchase films not intended for TEFL use, led us to the third phase.

Phase 3

This phase comprises three different series, similar in some respects but different in others. The first series, *HERE, THERE AND EVERYWHERE* (1981), was undertaken jointly by the English Language Material Construction Unit at Tel Aviv University (better known as ESH — "English for Speakers of Hebrew") and the Instructional Television Centre and was produced for the Upper Levels (less specifically for the 10th Grade than had originally been planned). The second series, intended for 8th Grade, is *TELEVISION TALES* (1986). The third series, intended for advanced learners, is *HELLO ISRAEL* (1986). Let us compare these series.

HERE, THERE AND EVERYWHERE and *TELEVISION TALES* both consist of a number of dramas. The plot, theme, and characters in these films consitute the departure point for the accompanying pupil's books and the audio-cassettes. The books and audio-cassettes, consisting of a great array of authentic communicative activities, are considered to be a course of study. Detailed Teachers' Guides offer the rationale for each activity and different ways of classroom presentation for different levels of learners (see footnote 1).

So far we have touched on the main points of similarity between the two courses. Let us now look at the differences. *HERE, THERE AND EVERYWHERE* represents first of all a major policy change in that the television component is seen as optional (see footnote 2). In this way it is hoped that the course can be used both in classes which have access to the television screen and those which do not. This decision required a different approach to the writing of the support material, and may indeed have a bearing on the way this course has been received in the field. We will discuss this in some detail under FEEDBACK

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1. This differentiation in presentation is based on three principles:
   a. the less-able learner learns most holistically — that is, with more emphasis on "acquisition" while the more able learner learns more analytically, that is, with more emphasis on the analysis of teaching points (grammar, discourse, etc.).
   b. the less-able learner requires more preparation (linguistic or conceptual) before engaging in an activity, while the more-able learner requires more expansion after completing an activity.
   c. the less-able learner works with smaller chunks of language while the more-able learner works with much larger chunks of language.

   With these principles in mind, it is hoped that the same pupils' book can be used for all levels of learners and that the approach will allow for mobility between levels.
2. Suggestions given in the Teachers' Guides regarding WHEN and HOW to introduce the telecasts are based on the premise that this component is independent, and therefore special "lead-in" and "lead-out" activities must be presented.

below. *HERE, THERE AND EVERYWHERE* consists of four core booklets and at the time of writing a Reader is in the process of construction. There is no linguistic grading or sequencing and the booklets can be used in any order. No grammatical rules are presented, though the Teachers' Guide suggests "textually relevant grammatical exercises."

TELEVISION TALES, on the other hand, is one book of five units intended to cover half of the curriculum of the 8th grade. Although the language presented is authentic (therefore not graded or sequenced), each unit also presents a grammatical rule and offers communicative-type practice exercises. Each unit has a pre- and post-telecast section and the telecast itself is an obligatory component. The pre-telecast sections introduce the language, character and theme of the telecast and gradually build up expectations so that motivation for viewing is heightened and comprehension facilitated. Post-telecast activities expand on some of the most pertinent points of the film, and pupils are invited to apply the message of the film to their own lives.

The *HELLO ISRAEL* series differs from the two series described above in several respects. First and foremost, the series does not consist of dramas. Instead, it includes documentaries and interviews on Israel — the people, places and issues presented are of immediate relevance to Israeli learners. Secondly, it is seen as enrichment material rather than a course of study. The telecasts represent chosen segments from a series called *HELLO JERUSALEM* produced by Kastel Communications, Ltd. for American cable television. The series represents the Instructional Television Centre's first effort to address the 11th and 12th Grades, and the first effort to use what is called today OFF-AIR Television. In the first year of broadcasting, no support materials were provided. We thought that teachers would find their own methods for capitalising on the medium and the content. However, in direct response to requests from teachers, it was decided to produce support material.

HELLO ISRAEL consists of 15 telecasts, most of which are divided into two or more segments. There is no grading or sequencing, and each telecast stands on its own. The overall objective of the telecasts and the accompanying Workbook is to help pupils prepare for the Oral and Written Bagrut examination. Thus it is intended to develop all four skills of listening, speaking, reading and writing in a variety of ways. These ways include role-plays, group discussions geared to the oral examination, reading passages geared to the "unseen" passages in the written examination, language exercises such as paraphrasing, dialogue completion, and cloze paragraphs, all geared to the Language Section of the examination. In addition, the Workbook provides a variety of communicative activities which are designed to trigger authentic classroom interaction. A special effort is made to help pupils internalise and enrich their vocabulary by re-entering the vocabulary throughout the units.

Feedback

Let us now turn to a discussion of the impact that Phase 3 has had in the field. Clearly the changing role of the telecasts, the changing format of the support materials, and last but not least, the de-emphasizing of grammar met a certain amount of resistance. Furthermore, at first glance teachers reported that the materials looked too difficult for the less-able learner. We found it necessary to launch a vigorous in-service training program to explain the rationale and to provide explicit, methodological guidelines. In the case of ***HERE, THERE AND EVERYWHERE***, teachers have shown reluctance to use the material as the "core" of the course of study for 10th Grade; many prefer to use a grammar-oriented text book as the core and to use random pages from ***HERE, THERE AND EVERYWHERE*** as supplementary material — fun to do but lacking in serious and systematic language development. However, we also know of teachers who have used the material successfully in both more- and less- able classes; they claim that motivation and proficiency have been promoted. Most teachers feel that the telecasts are obligatory, for, without them, the crucial thematic link is lost. Hence, it is felt that if the booklets had been constructed with clear pre- and post- telecast sections, teachers would have been encouraged to use them on a more systematic basis. On the whole, we believe that ***HERE, THERE AND EVERYWHERE*** has played an important role in bringing teachers' attention to the winds of change in language learning and will, in the coming years, gain in popularity.

In the case of *TELEVISION TALES* teachers have shown greater readiness to examine and try a new approach, but here too they have shown anxiety. These anxieties range from "there aren't enough grammar exercises", "the material is too difficult for less-able learners", to "I like it, but I don't know how to present it." Teachers need a great deal of support and guidance to begin with, but many teachers are responding positively and we believe that the material will prove that pupils will take up the challenge and find that learning English this way can be both rewarding and efficient.

Thus far we have discussed models of English by Television as they currently exist. We would like to mention the project for the *4th, 5th and 6th Grades* on which work has already started and which will be produced under the guidance of Raphael Gefen (Chief Inspector for English) and Sionah Kronfeld (Pedagogic Consultant). It is hoped that a pilot program will be ready in the near future.

A new series for the *9th Grade* is also being planned. The format and content for such a series have yet to be decided upon. Clearly, we will also be influenced by the prospects of closed circuit (video) television capabilities which are becoming more readily available. This opens up a whole new world. A certain amount of literature is already available on the subject, and we have begun to employ previewing and post-viewing techniques which capitalise on some of the contributions that closed circuit viewing can make.

Closed circuit (video) viewing is likely to have a major impact on education in general and on foreign language learning in particular in the coming years.

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GRAMMAR — AS LITTLE AS POSSIBLE, AS MUCH AS NECESSARY

by *Hana Horovitz*, English Inspectorate

Relative Clauses

Grammar is a means to an end, not an end in itself. It serves different purposes for different people. For the native speaker, grammar has an analytical function; it describes the mechanism of the language to one who, to all intents and purposes, knows the language. For the foreign language student, however, grammar serves a different purpose: namely, as an aid to use the language correctly.

(For my present purpose, I am considering not the intrinsic nature of grammar, whether prescriptive or descriptive, but its practical application for the student.).

Ideally, the foreign language teacher should have a command of the descriptive grammar that serves the native speaker, but at the same time be aware of the more limited prescriptive grammar that the foreign language student requires.

To illustrate this I would like to consider the following passage:

"Well, I'd like you to know that I have read a newspaper article by a Professor of Education at Florida State University — Florida, the same State we have been talking about — and he is the head of an organization of teachers who want to end all corporal punishment by 1990. Instead of punishing the individual pupil who behaves badly, they want to give rewards, give some kind of prize, to the whole class for good behaviour. The Professor says that one reason why schools are not effective today, do not work well, is because of the atmosphere of fear in them."

It would be fair to say that few of our students are capable of producing this kind of writing; yet it presents no special problems of comprehension. It is, in fact, part of the listening comprehension text from a recent Bagrut examination.

The reason I have chosen it is that it contains a number of relative clauses. (Incidentally, the relative clause figured in the listening comprehension section of a test administered to a cross-section of 6th grades in a recent nation-wide survey — a further indication of the semantic simplicity of this grammatical pattern.)

Nonetheless, teachers and textbooks writers treat the relative clause as though

a) it was an obstacle to comprehension

and b) this obstacle could not be surmounted without an exhaustive (and exhausting) treatment of the subject.

To this end, students are often subjected to all the intricacies and nomenclature of the relative pronoun:

restrictive — non-restrictive
definitive — non-definitive
subject, object, possessive, (zero)

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not to mention the recent additions of:

when, for time
where, for place
why, for reason

One cannot but sympathize with the glazed, wearied look of students and teachers alike, grappling with these ramifications until they find refuge once more in the calm waters of a normal text including perfectly harmless relative clauses.

What would happen if we did not teach the relative clause at all? Our students would probably make two kinds of mistakes:

1) using the wrong relative pronoun
   e.g. I still remember the people which used to live next door.
2) retaining the personal pronoun which the relative pronoun ought to replace
   e.g. Look at the ring which my boy friend bought it for me.

It should be noted that both these sentences, though grammatically incorrect, are perfectly comprehensible.

Our efforts should be directed at preventing these types of errors. There is no point in asking students to split up complex sentences or combine two simple sentences. Most sentences containing relative clauses do not lend themselves to this kind of treatment. And people do not normally go around splitting or combining sentences, any more than they spend their time changing sentences from the active voice to the passive voice and vice versa. The only results that such exercises produce are rather pathetic concoctions that no one in their right mind would come up with: "That is the last symphony. Beethoven wrote it." We should use grammar to solve problems, not to create problems which would not normally arise.

Instead I suggest the following activities:

1. Leading our students to identify relative pronouns and their antecedents.
2. Giving them practice in manipulating relative pronouns by means of cloze exercises. These should be graded in difficulty by giving a choice of relative pronouns, then withdrawing the relative pronoun altogether.

   Here is an example:

   "There are, however, a number of people .... have had a very direct influence on the writing of this book. First among these is Richard Rossner .... originally involved me in teacher training, and .... example and guidelines for this most important of tasks have remained constantly inspiring. The early material on .... this book is based was written in close collaboration with Walter Plumb .... clear thinking and comments on the material as it has evolved have been completely indispensable." (The author's acknowledgements, *The Practice of English Language Teaching*, J. Harmer).

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3. Completing a sentence with an appropriate relative clause.
   a) from a choice: He offered me a cigarette
      which I accepted gladly.   which I drank immediately.
      (Either choice is grammatically correct; only one is semantically.)
   b) freely: I thanked him for the present ____________________

Now, it is quite reasonable to expect that, as a result of their preoccupation with relative clauses, our students should confuse the relative pronoun, (who, which, whose) with the interrogative pronoun (Who, Which, Whose). (Have we in fact created a problem where none existed before?)

It is important to clarify this issue completely.

Question Words	**Relative Pronouns**
1. Always at the beginning of the sentence.	Never at the beginning of the sentence.
2. Therefore, always capitalized.	Therefore, never capitalized.
3. Always stressed.	Never stressed.

This last detail — absence of stress of the relative pronoun — is virtually ignored in the present state of EFL didactics, despite the fact that

a) it presumably accounts for the possible elimination of the relative pronoun as an object in restrictive clauses.

b) stress and intonation are important factors in normal diction.

The virtues of the activities suggested are:

1. They are simple without being over-simplified.
2. They do not do injustice to the text..
3. They are not mechanical, but meaningful.
4. They lend themselves to presenting, drilling, re-inforcing and testing the material being dealt with.
5. The same principles can and should be applied to other grammatical items to be studied, such as passive voice, conditional sentences, etc.

Obviously, any teacher who is blessed with students who cannot contain their enthusiasm and curiosity, will always be ready to give them the benefit of his erudition; but for our average student population, these activities seem adequate.

Conclusion

1. Grammar should be kept to a minimum.
2. Grammar activities should emanate from texts and be applied in context wherever possible.
3. Activities dealing with grammar should be graded and meaningful.
4. Grammar should be subservient to semantics.

CLASSROOM OBSERVATION BY STUDENT-TEACHERS

by *Sheila Schoenberg*, Hebrew University School of Education

Observation is a vital part of any teacher training program, but it must not be construed as a meeting with "reality". What we see is strongly influenced by conventional patterns and personal history determinants. A member of a barbaric tribe could not recognize the picture of a lion in a photograph, although he encountered lions almost daily, just as — to take an opposite example — a student who attended a whole year's course on disadvantaged pupils was unable to recognize them in the classroom. No doubt conventional patterns may distort our vision (Didn't the concept of "disadvantaged" help to label students?), but without them we will not be able to see at all. This seems to apply also to observation. In order to see and recognize educational "lions", the student must learn to apply the distinctions and classifications inherent in the discipline, and replace the diffuse and personal habits of viewing with more focussed and communal ones. Later he might be encouraged to unlearn or transcend the conventional view point, but he can do so only if he has learnt to "see" first.

This probably means that it is not true to hold that the more observation the better. Observation can be insightful and exhilarating or unintelligible and fatiguing. To be informative it must have a focus, and in the beginning stages at least, it is the tutor who must provide it. The tutor determines where the "cameras" will be placed and what the angle of the shot might be.

No doubt, many factors cannot be anticipated, and some of the best learning occurs by chance, but with a proper focusing even a so-called "bad lesson" can be instructive, and not a waste of a valuable opportunity to see a teacher at work. Indeed, it is worth recalling that once the student becomes a teacher he rarely gets a chance to observe his colleagues. This is not surprising if we consider that teaching has been dabbed the "lonely profession". This however does imply that the students should make the most of the observational facilities during their training period, provided the conditions prevail that help turn observation into "seeing".

A. Observation in the First Year or Preliminary Stages

In the first year of teacher training, before the student has started his practice teaching program, classroom observation can serve at least four purposes:

a) To give the student a feel of "life in the classroom" and re-orient him to perceive the teacher cum student point of view. Students who come from abroad can be introduced to the Israeli school climate.

b) To create a common experiential basis for workshop analysis (dissection).

c) To illustrate and focus on certain isolated aspects of classroom interaction which were previously studied in theory, or serve as a starting point for subsequent analysis and discussion.

d) To serve as an integrated context for viewing certain skills or activities practiced in isolation in clinical settings at the university.

Type a) objectives call for an impressionistic generalized kind of response on the part of the student. Students might sit individually or in pairs in classes during a "whole school day", or follow a teacher on his daily rounds. Impressionistic appreciation and comparing of experiences can then follow. Cultural "shocks" and generation gaps usually surface in these sessions, and can be dealt with in a supportive manner.

Objectives of type b) and c) call for different learning conditions and observational content. The lessons or school events chosen must be sufficiently rich with activities to provide food for group discussion (or dissection) for at least two subsequent periods. Certain concepts and notions must be acquired before viewing, so that the welter of impressions can be deliniated for retention. Examples of such notions are:

— The concept of the disadvantaged child.
— The distinction between learning and teaching.
— The notions of skill development and of manipulation versus communication.
— Aims and rationale of the curriculum.
— Systems of recording and classifying verbal interaction. etc.

This entails that observation of this type cannot be rushed into and comes later in the academic year.

Not less important however is to have the student share in the responsibility of collecting and recording the data, *while* viewing the lesson. A convenient tool for activating the students in this way is the observation card, which the student is given prior to his entry into the classroom. The student is required not only to watch, but to focus on certain aspects of the lesson, take copious notes and be ready to share the details with the other members of the group. Examples of such cards are:

Card A — Watch two pupils during the lesson (preferably one in front and one at the side) and record everything they did during the lesson.

Card B — Copy all that was written on the blackboard, note when it was written and be ready to re-write it in the next group meeting and to comment on blackboard organization.

Card C — Use the Flanders classification system to calculate the ratio of pupil versus teacher talk and to characterize the nature of the teacher's responses (lectures, asks questions, gives directions, praises, etc.).

Card D — Try to reconstruct the teacher's lesson plan; how many activities were included in it; which activities were deviations; which activities were more manipulative, etc.

Card E — List only the important activities in the lesson; how important are they?

Many other cards like these can be thought up moving from the straightforward and surface activities of the teacher, to the deeper and more "hidden" aspects of the curriculum, such as the cognitive level of the required response, effect of routine and rituals or the influence of teachers' styles of leadership etc.

In the subsequent meetings each student shares his notes with the group, providing data for analysis and guarding against loss of memory. Inevitably the discussion moves towards considerations of alternatives; "If I were the teacher I would ..." This is a good measure against irresponsible criticism and a means of counterbalancing the beginner's idealistic perfectionism with an appreciation of classroom constraints.

Objectives of type C usually occur towards the end of the year because they are more subject-matter oriented, and technical in nature. They come as a culmination of a clinical training process in isolated skills (i.e. question-asking, leading a discussion, presenting a reading passage, etc.). The assumption here is that insight follows behaviour rather than vice versa. Owing to their insecurity students are constantly on the look-out for models and recipes, but these, when observed, are context-specific, and might not be of help. For the student to gain insight from what he sees he must get up and do it first. Then what he observes will become an illustration or a test case. It will help him understand and extend what he is doing (in a more integrative and complex setting) and hopefully become a viable tool of his trade. The tutor's acquaintance with the field now comes into full play!

It is very important that such observations should be available at the right moment in the sequence of learning. A spectacular use of audio visual aids in a disruptive class of disadvantaged students will be dismissed as "ineffective teaching" at the beginning stages, but might be fully appreciated as a productive strategy at a later point.

Observation During the Second Year or the Latter Part of the Training Program

During the second year the student goes through his practice teaching phase. Observation is now a tool of survival and again there is a shift of focus. He is working with a specific teacher in specific classes, and the cooperative teacher becomes a pervasive influence. In order to prevent aping, which is counterproductive — each person has to forge his own style — several things must be taken into consideration. There must be some matching between the teaching styles of the student and the teacher (here the tutor becomes a match-maker). The cooperating teacher must be ready not only to admit the student for observation and teaching, but also to be ready to explain the why and wherefore of his activities seen as so many strategies, rather than as "The way I do things which work". Teachers usually operate intuitively and it is not easy to find a good performer who is also self-aware and voluble. For the sake of students such rare specimens of the teaching profession should be identified and nurtured with care.

Another measure which might encourage this process of strategic "disengagement" is the observation diary. The student is required to note down the content and impressions of each lesson he observes (those he gives are usually evaluated separately). This diary forms the basis of the student-tutor consultation, and can fulfill several purposes:

1. It gives the tutor a means of identifying observation gaps and omissions and directing the course of observation.
2. This rather private type of observation becomes a shared experience admitting a third point of view and providing data for consultation.
3. Since at this stage discipline problems become a major concern, the student can record any problematic situations or dilemmas which he has witnessed or been faced with himself. These are then presented to the group for analysis and alternative solutions are explored.

Towards the end of the training period this observation diary can serve as the basis for an evaluative account of the program and of the student's own self-development as a prospective teacher.

Because the student is now actively engaged in forging his professional tools with the help of a "private" model, group visits can be planned with a wider and more integrated educational perspective in mind. Visits can follow horizontal and vertical lines of progression along age and ability ranges. Teachers and schools with alternative approaches can be visited and their "differential" message compared and evaluated.

This is now the time to unlearn any narrow specialization and consider once again the teacher as a general educator and policy maker. Observation of a home-room lesson, a teachers' and parents' meeting, extra-curricular activities, etc. can likewise prepare the student for the more "hidden" sides of his role as a member of the profession and of the school community.

BOOK REVIEW

Enhancing Reading Comprehension: A Resource Book for Teachers
Tamar Feuerstein and Miriam Schcolnik
Ramot, Tel Aviv University Publishers, 1986.

The two authors who developed the computer series *Turn On to Reading* (Tel Aviv University and the Ministry of Education) have written a very useful-book for teachers with theoretical and practical insights into the teaching of reading comprehension in the classroom.

The book, intended for secondary school teachers, gives essential information about current theories in the field. It includes extensive sections with ideas for teachers to create their own activities, practical suggestions, and actual activities to be used in the classroom.

The introduction explains what is meant by teaching reading comprehension. It examines practices in the Israeli classroom and distinguishes between the product of reading and the process the student undergoes while reading; these process strategies of reading can help students become proficient readers. The book focuses on those reading skills and strategies recommended for the English class. Each section presents the teacher with pre-reading, while-reading and post-reading activities. The activities are varied, interesting and, most of all, practical.

The second chapter provides the teacher with ideas for planning the reading comprehension lesson. Two possible approaches are suggested. One is strategy-based: the teacher selects a strategy and finds texts to demonstrate and teach it. The other is text-based: the salient characteristics in the text are identified and the necessary strategies are taught.

The third chapter introduces dictionary skills. The activities suggested in this chapter are particularly useful for beginners who need practice in dealing with alphabetizing in English. According to the authors, these are not reading skills, but pre-requisite or supporting skills.

The book is now divided into four main sections: heuristics (reading- strategies related to guessing, inferring, etc.), processes of analysis (strategies such as recognition of main ideas vs. examples), processes of unification or cohesion (such as the recognition of generalizations, logical and chronological relations in a text and anaphoric relations), and processes of evaluation (distinguishing facts from opinions, recognizing bias, etc.).

However, the book is not all things to all teachers: Some teachers will want a more extensive theoretical basis for each activity, others may want many more texts and activities for different levels, or an accompanying textbook.

This compact resource book constitutes a valuable contribution to the field. We are well aware of the need to teach reading comprehension, but there are few existing materials in this area. This book is a welcome addition to the English teacher's reference library.

Helen Katznelson, Tel Aviv University

LETTERS TO THE EDITOR

Bagrut Examinations — Oral and Written

Sir,

As a Bagrut examiner, I would request that teachers drill pupils in reading the ENTIRE topic for an essay. Dialogues on every subject but the given ones are "old hat", but I had several on "FASHIONS" which dealt with the history, economics and sociology of fashion rather than on the changes in fashion — as required by the Bagrut examination paper, Summer 1987.

As a curiosity, I have to mention two almost identical essays on "FASHION", from two entirely different schools (in fact, from different areas of the country). The peculiar thing about the essays was their generality, which could refer to anything under the sun. As far as I remember, they both ran as follows:

> "When one deals with this very important and basic subject, it is important to bear in mind that, living as we do in a democratic and multi-faceted society, no single answer can be given to a problem on which every part of society has its own opinions. This holds good everywhere, but especially in Israel, where there are so many divergent and even conflicting opinions on everything, it is natural that this subject of fashion is an especially thorny one..."

Is there, to your knowledge, any handbook that churns out this kind of thing so that pupils can apply it to any subject at all?

Reuven Abt, Jerusalem

Sir,

The Oral Bagrut
A terrific idea
To get all our pupils to talk.
The Oral Bagrut
We'll get them prepared
To go out on the streets of New York
And when they're on a bus in that wonderful town
And a passenger lights up a smoke
He'll be able to talk him right down to the ground
Till that passenger's smoke starts to choke
And he will delight all with tales of this Land
How the immigrants here are absorbed.
The political scene he may not understand

But he'll speak of why it's so abhorred.
And if he should need his dad's car for a trip
He'll be able to argue his case.
Or if you should be interested in Abie's ship
His conversation will keep up the pace.
If sport is your love
He'll be able to tell you about Maccabi Tel-Aviv
And if literature's the subject you like the best
He'll explain why Eveline couldn't leave.
If you want to know about Ben-Gurion
Why, just at the drop of a hat,
He'll fill your head with information —
And all in just five minutes flat!
So the Oral Bagrut's a terrific idea.
And as long as no new topics suddenly appear
Our pupils will show off their progress.

Ellen Paz, Neurim School, Bet Yanai

Sir,

In principle, there is no justification for a syllabus which specifies material (as does the current GUIDELINES FOR THE ORAL BAGRUT) in a subject which is defined in terms of skills. A guideline such as "Content areas should include family, spare-time activities, school, and sites in the State of Israel" is just fine; actually providing me with specific pictures and role-plays in these areas is unnecessarily limiting. For role-plays, Tamar Alpher's suggestion in the ENGLISH TEACHER'S JOURNAL, No. 34, of specifying functions rather than situations makes good sense. Obviously there is also a need for negative guidelines to rule out role plays with an abortionist and pictures taken from provocative perfume ads.

But I don't think any of this has anything to do with the Oral Bagrut for 1988. Next year will be the first with three stations (*Editor's note: our correspondent is too optimistic — the 1988 exam will only have two stations, as in 1987*). That is enough of a change for one year. For the 1989 exam, we could shift *one* portion of the exam — only the pictures — from the set syllabus to one which is spontaneous within guidelines, leaving role play and group discussion for subsequent years. At the end of this phased process, the whole oral exam will have been released from the restrictions of the current set syllabus — without undue hardship for students, teachers, and examiners.

Henry Adler, Moshe Sharrett School, Nazareth Illit

ELT Dictionaries

Sir,

In issue No. 31, April 1985, you published a letter of mine concerning the MACMILLAN STUDENT'S DICTIONARY. After a lengthy and extended correspondence with various representatives of Macmillan, I am pleased to say that they have sent me a copy of the revised edition of the Dictionary, in which the omission of ISRAEL has been made good. As a result, I am happy to revise my previous criticism and hereby recommend the Macmillan Student's Dictionary, Revised Edition.

Asher Harris, Pardess Hana

(*Editor's Note: this Dictionary has not been submitted for approval to the Ministry of Education and so may not be used in schools. See also* ***BIAS IN ENGLISH DICTIONARIES*** *in this issue of the ENGLISH TEACHERS' JOURNAL*).

Sir,

I refer to the letter to the editor by Yehudah Geller, Beit Yehuda, which appeared in ETJ No. 34 on pp. 98-99 under the heading DICTIONARY USE, in which the writer criticises the decision of the Ministry to permit the use of the new Oxford learner's dictionary by 4 point matric pupils.

Without naming the dictionary, Mr. Geller is referring to *Oxford Student's Dictionary for Hebrew Speakers (OSDHS).* He calls it "the new Oxford English-Hebrew dictionary", and "the bi-lingual dictionary". OSDHS is neither of these. It is an English-English-Hebrew or semi-bilingual dictionary — a kind of hybrid that does not fall into Mr. Geller's category. It is first and foremost an English-English dictionary, in which all the entries, parts-of-speech, definitions and examples of usage are all in English. Not one word of English has been added or deleted from the source, which is *Oxford Student's Dictionary of Current English* by Hornby.

Mr. Geller states that "most of our 4-point pupils find the (English-English) dictionary a positive learning aid." That is remarkable, and indeed a credit to the teachers in his school. I have always found that pupils of average ability avoid using an English-English dictionary whenever they can. They must be persuaded — almost forced to use it. It's like pulling teeth.

And no wonder. The maze of signs, symbols, and abbreviations, the small print and crowded text all serve to deter the student from using an English-English dictionary. But the OSDHS, which is really a reformatted version of the OSDCE, has made it a pleasure for the students to use the dictionary. No need for an explanatory booklet with exercises to practice the use of the dictionary. No need for a teacher's booklet on teaching pupils how to use the dictionary. Just open it up and use it. It's as simple as that. The user just has to know the order of the letters of the alphabet.

Regarding the insertion of the Hebrew, we merely said what was known all along — that the emperor was naked. The teacher may stand on his head to explain the meanings of the words in English, but the learner will always search for the meaning in the mother tongue — whether he has understood the word or not, and regardless of whether he is a 3-, 4- or 5-point pupil. He is frustrated until he knows that translation. So give it to him!

The entry-word only is translated, requiring the user to read all the information provided, in English — which is why this is not a bi-lingual dictionary. The translation is brief — usually a one-to-one equivalent. But it is intentionally ambiguous. For example, in looking up the word *hinge*, the user finds ציר. He doesn't know whether this is ציר במכונה, ציר לידה, ציר נבחר, ציר תנועה or ציר של דלת. Only if the definition is read does this become clear. The pupil should be encouraged to read the English definition *first*, then to glance at the Hebrew to confirm his understanding. But even if he reads the Hebrew first, which most will do, the effect of having the translation available is a positive one.

What this approach implies, then, is definitely not a rejection of the direct method, which is teaching English in English, but rather promotes a slight modification of it. This modification says: Continue to teach English in English. Do not translate everything for them. Try to get them to think in English during the English lesson. But recognise the psychological need to know the meanings of words in their mother tongue.

It is interesting to note that both Israel and Holland, among the world leaders in EFL, have perceived this weakness in the direct method. Regrettably, the Dutch are showing signs of disillusionment, and are moving back to translation in teaching English. We, in Israel, are moving toward a more logical balance, and are searching for the "right amount" of Hebrew (or Arabic) to incorporate into our English lessons.

Dictionary use is a means to an end, the end being the attainment of fluency in English. If the semi-bilingual method in dictionaries encourages the use of the learner's dictionary it serves its end. With this in mind, we hope it will not be long before the *Oxford Student's Dictionary for Hebrew Speakers* and *Harrap's English Dictionary for Speakers of Arabic* are permitted for use by 5-point students as well.

Ari Kernerman, Publisher

"ENGLISH DAY"

Sir,

Language remains dead until we use it fluently and put it into practice. And one of the methods to enable our pupils to practice is to have a programme such as the "English Day" which was prepared and produced by my sister and myself and which I found very helpful. An "English Day" is a day where the pupils do not speak their mother tongue but only English. Preparing for this day is perhaps the chief benefit. Certainly, it demands extra hours from both the teacher and the pupils, but is nevertheless well worth it; it draws you, as a teacher, closer to your pupils, while unknown talents are discovered among the pupils.

A given pupil might not participate actively in everyday classes, but he might participate in a show, a play or a game. The programme is geared to encourage the pupils to live as well as to speak the language, and they certainly live the language through a sketch where the sketch is his own idea, his own effort, such as "The Mirror" and "Three's Company". He feels challenged enough to speak the language.

Different pupils have different talents, which can all be expressed in a programme with a variety of activities, such as "Blowing in the Wing", dancing, a drama such as the play "The Doctor", a wrestling match, magic, a fashion show, poems like "Friends", speeches, advertisements, newscasts, music, etc. All these things motivate the pupils to speak the language, as the programme varies according to the talents of the pupils.

This programme took place (for the second time) on 9th April, 1987 at the St Joseph School in Nazareth, with the three Grade 7 classes; last year it took place at the Carmelite school in Haifa, for Grades 5,6,7 and 8. This year my pupils and I spent two months of hard work to prepare for the "English Day". The day is a full school day, which will certainly never be forgotten. As an English teacher, I would advise my colleagues everywhere to devote the extra time required and discover the hidden talents of their pupils.

Marcelle Awabdy, St. Joseph School, Nazareth

GOOD IN MATHS — POOR IN ENGLISH

Sir,

"Why do so many pupils who are good or even excellent at Maths fail so miserably in English?" I have been asked this question over and over again for many years now, not, I must say, in a totally innocent manner but rather in a mildly accusatory tone, as if we English teachers are in some way responsible. In fact, continue my questioners, there seems to be some sort of correlation between success in these two subjects in the Bagrut examinations. Again, the implied conclusion seems to be that a pupil who achieves 9 or 10 in 5 points Maths and yet is absolutely hopeless in English owes his failure to the incompetence or lack of interest of his English teacher.

Is this simply a personal feeling or is it more widespread? Is it the result of a certain sensitiveness on my part with regard to my pupils' examination results or is there something more to it? In fact, do I have to defend or justify myself to anybody for my weak pupils' weakness?

The normal division between Arts and Sciences, between "Humani" and "Reali" is supposed to indicate both a natural talent and an individual preference. You learn Arts if you are interested in and/or are good at History, Literature, Languages, Sociology, and less so at Maths, Physics, Chemistry, Biology. If you have a different kind of thought process and other interests, you go for the exact sciences, nose in the test-tube, so to speak, dry facts and figures where the same equations always give the same results. You have the occasional all-rounder, of course, but generally that's how it works. That's how it worked when I was at school — but that was in a different era of the world when the elite took the Classics! Why, then, should it follow that somebody who is good at Maths should be equally good at English? Anyway, does it work the other way round? Has a Maths teacher ever been asked why so-and-so, who is a 9 or 10 in 5 point English (such beings are not unknown even among non-native speakers), only gets 5 in Maths?

I know the usual arguments, lack of motivation, bad grounding in elementary school, but I've got my own answer. During my many years as Oral examiner I have usually asked the interviewee, "What stream are you in?" and followed it up with the inevitable "Why?" (or, since one-word questions are not admissible, "Why did you choose that stream?") The answer is invariably as follows: "I am in the Re'ali stream because I like Maths/Biology." "I am in the Humani stream because I am no good at Maths". I have rarely, if ever, been given the answer, "I am on the Arts side because I am interested in History/Literature." In other words, הטובים לריאלי. If you are a good student, you do Maths, 4 or 5 points, and if you are a good student, presumably you are good at everything, including English. However, if it should happen that you are good at Maths, but at the same time short on some of the fundamental requirements for language learning (a good ear, sensitivity to grammatical structure), then your failure is the fault of your English teacher.

Sir, your comments and those of your readers would be most appreciated.

Asher Harris, Pardess Hana

TEACHER PEN—PALS

Sir,

I am very much interested in corresponding with Israeli teachers or Heads of schools who can write in English. I am now a pensioner, but have taught for 39 years, plus three years as the assistant head of a primary school. I am aged 61 and a widower. My interests are: general correspondence, stamp exchanges, postcards.

Pantaleon Vella
879/4, Sn. Jose, Hamrun, Malta

BRITISH COUNCIL SUMMER SCHOOL IN ENGLAND

Sir,

We would like to thank the British Council for enabling us to attend a summer school in Chester this summer, and gain an unforgettable experience for a lifetime.

The course, which was directed by John Morgan of Pilgrims' Research and Development Department, enabled us to examine new techniques in classroom interaction as well as in writing and reading. We had practical experience in the use of audio-visual aids, reprographics, video, and computer and we were also given the opportunity to produce our own materials.

The course aimed at increasing learner participation and interaction regarding the four skills, and focused on pupil-centered rather than teacher centered lessons. Moreover, the wide range of activities illustrated a way to motivate the pupils to speak, write and read freely without feeling the pressure or being inhibited by a model, and thereby, to focus their attention and arouse their interest.

Naomi Beigel, Yahalom School, Ramat-Gan
Alia Abu-Shmeiss, Ahvah School, Yaffo

PIPE

Sir,

We would like to bring to the attention of teachers of English that an immersion program for the top pupils in high schools is being planned for summer 1988 (August) — Pupils' Immersion Program in English (PIPE). The course will take place on the campus of the Hebrew University of Jerusalem on Givat Ram under the auspices of the School of Education of the Hebrew University and with the support of the Ministry of Education (English Inspectorate) and the British Council, and in collaboration with the "No'ar Shoher Mada" program. A more detailed program and a questionnaire will be distributed to schools in the Jerusalem area. Interested schools outside Jerusalem are invited to contact the undersigned. Teachers who are native speakers of English and are interested in taking part in the program as instructors and/or leaders of social activities are invited to write to the undersigned at the Teacher-Training Department, School of Education, The Hebrew University, Mount Scopus, Jerusalem

Ilana Kornbleuth and *Sheila Schoenberg*, Jerusalem

CONFERENCE ANNOUNCEMENTS

E.T.A.I. (English Teachers' Association of Israel)
Winter Conference, Bar-Ilan University, 21 December 1987
Details from: E.T.A.I., P.O. Box 7663, Jerusalem

Second Jerusalem International Conference
17-21 July 1988, Hebrew University of Jerusalem
Details from: E.T.A.I., P.O. Box 7663, Jerusalem

Spring Conference, Haifa, 1988, Gordon Teachers' College, 23 March 1988

TESOL (Teachers of English to Speakers of Other Languages)
22nd Annual Conference, Chicago, Illinois, USA, 8-13 March 1988
23rd Annual Conference, San Antonio, Texas, USA, 7-12 March 1989
24th Annual Conference, San Francisco, California, USA, 5-10 March 1990
Details from: TESOL, 1118, 22nd Street NW (Suite 205), Georgetown University, Washington DC 20037, USA

IATEFL (International Association of Teachers of English as a Foreign Language)
22nd International Conference, Edinburgh, Great Britain, 11-14 April 1988
Details from: IATEFL, 3 Kingsdown Chambers, Kingsdown Park, Tankerton, Whitstable, Kent, CT5 2DJ, England

IRA (International Reading Association)
33rd Annual Convention, Toronto, Canada, 1-5 May 1988
Details from: IRA, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714, USA

IALA (International Association of Applied Linguistics)
9th World Congress, Thessaloniki, Greece, August 1990

RELC (Regional Language Centre)
23rd Regional Seminar, Singapore, 11-15 April 1988
Theme: "Materials for Language Learning and Teaching: New Trends and Developments"
Details from: SEAMEO Regional Language Centre, RELC Building, 30 Orange Grove Road, Singapore

עלון למורים לאנגלית, מס׳ 36, טבת תשמ״ח, ינואר, 1988:

תמצית המאמרים שמופיעים בגליון זה:

INFORMATION FOR ENGLISH TEACHERS

תוכנית למודים חדשה, בחינות הישגים לכיתות ח׳–ט׳, קורסים מואצים להכשרת מורים. ספרי לימוד חדשים, התוכנית בספרות לכיתות יא–יב, בחינת בגרות בהבנת הנשמע 1987, חד־צדדיות במילונים.

TEACHING THE WRITING SKILLS IN ENGLISH

מאמרים על הוראת הכתיבה באנגלית, בחנוך היסודי והעל־יסודי.

ENGLISH TEACHERS' ASSOCIATION OF ISRAEL (E.T.A.I.)

חדשות מאגודת המורים לאנגלית בישראל; דוחות מסדנאות ומועידות; לקראת הועידה הבינלאומית השניה באוניברסיטה העברית, 17–20 יולי 1988.

THE ENGLISH TEACHER AS "EDUCATOR"

מאמרים על המורה לאנגלית כמחנך, החנוך לדמוקרטיה והמורה לאנגלית, החד־צדדיות המינית בספרי הלמוד.

GRAMMAR – AS LITTLE AS POSSIBLE

גישה מאוזנת להוראת אנגלית.

CLASSROOM OBSERVATION BY STUDENT TEACHERS

הסתכלות בשעורים על ידי תלמידי תעודת הוראה.

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המזכירות הפדגוגית - הפיקוח על הוראת האנגלית

עלון
למורים
לאנגלית

(כולל ״דפי הדרכה לאנגלית״)

מספר 36
טבת תשמ״ח, ינואר 1988

עלון
למורים
לאנגלית

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(ISRAEL)

Ministry of Education and Culture
Pedagogical Secretariat — English Inspectorate

ENGLISH TEACHERS' JOURNAL (Israel)

(incorporating ENGLISH TEACHING GUIDANCE)

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June 1988

Teachers of English are invited to write short articles, reports and letters to the editor. Please write to "English Teachers' Journal", English Inspectorate, Ministry of Education and Culture, Jerusalem, 91911.

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הוצאה לאור: מחלקת הפרסומים משרד החינוך והתרבות

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INFORMATION FOR ENGLISH TEACHERS

Changes in the GEMER and BAGRUT examinations, 1989 and 1990

1. *THREE-POINT BAGRUT EXAMINATION*, Summer 1989

(a) Reading Comprehension (answers in English): a shorter and easier text than in the 4 point examination (hitherto both the 3 point and the 4 point have had the same text and the same questions); the questions will be objective, mainly multiple-choice but also "restricted open response", e.g. sentence completion.

(b) An additional language exercise consisting of discrete point multiple-choice items testing grammar and vocabulary. Examples:
How...is it from here to the city centre? About two kilometres.
(a) long (b) many (c) far (d) much

...he was only 16, the university accepted him as a student. Most students only get in when they are much older.
(a) Although (b) Because (c) If (d) Even

This exercise will be easier than the corresponding new language exercise in the 4 Point paper.

The other sections of this examination paper remain as before:

(c) Reading Comprehension — answers in Hebrew or Arabic; the same text and questions as in the 4 Point paper.

(d) Listening Comprehension — the same text and questions as in the 4 and 5 Point papers.

(e) Language Exercises — objective-style cloze (multiple-choice or items from a given list) and dialogue completion (interrogatives).

(f) Oral Test — structure and evaluation specific to this level

2. *FOUR-POINT BAGRUT EXAMINATION*, Summer 1989

(a) An additional language exercise consisting of contextualized multiple-choice cloze-type exercises (testing discrete points at sentence level rather than overall comprehension of the passage), testing control of various grammatical structures and lexical items. Alternatively, these discrete points will occasionally be tested in a "traditional" (separate sentences) multiple-choice format. Examples:
When did you get here? About two hours ago and I...in this chair since then.
(a) sat (b)am sitting (c) sit (d) have been sitting

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"I'll...you...this time", the teacher said when David hadn't done his homework, "but it mustn't happen again".

(a)let...off (b) send...away (c) let...out (d) beat...up

The other sections of this examination paper remain as before:

(b) Reading Comprehension (English answers) — the same text as in the 5 Point paper, but with some (not all) questions being different (more objective and fewer open-ended).

(c) Reading Comprehension — questions in English, answers in Hebrew or Arabic, some open-ended and other multiple-choice.

(d) Listening Comprehension — as in the 5 point paper.

(e) Language Exercises — cloze (20 items, part of the 5 point cloze exercises) and dialogue completion.

(f) oral test (battery style, as in the 5 Point examination).

3. *FIVE-POINT EXAMINATION,* Summer 1989

(a) Cloze test — 25 items instead of the 20 hitherto.

(b) Rewrite exercise — 15 items instead of the 10 hitherto.

The other sections remain as before:

(c) Reading Comprehension

(d) Listening Comprehension

(e) Written Composition

(f) Oral Test

4. *THREE-POINT EXAMINATION (SECRETARIAL AND MANAGERIAL TREND)* Summer 1990.

This paper will be cancelled as from the above date. Examinees at the 3 point level will sit for a regular 3 Point paper; more advanced examinees will sit for the 4 Point paper, which will contain specific language exercises in secretarial and management English to be obligatorily answered by these examinees instead of the cloze and the discrete-point language exercises done by other examinees. The secretarial-management examinees will be tested as follows:

(a) writing a business letter (specific)

(b) translating an advertisement from English to Hebrew (specific)

(c) dialogue completion (in the circular sent to schools it was mistakenly stated that these examinees will do the cloze exercise)

(d) Reading Comprehension (English answers)

(e) Reading Comprehension (Hebrew answers)

(f) Oral Test

(g) Listening Comprehension

5. *ONE-POINT SUPPLEMENTARY EXAMINATION (השלמה)*, from 3 to 4 Points, Summer 1990

Supplementary examinations of 3 to 4 points and 4 to 5 Points may only be taken after the candidate has finished school. Under no circumstances are schools allowed to "split" a 4 Point paper, for example, and to present pupils for a 3 Point examination in Grade 11 and a supplementary 1 Point in Grade 12.

(a) Reading Comprehension (English answers), as in the 4 Point paper.
(b) Language Exercises, as in the 4 Point paper (see "FOUR-POINT EXAMINATION, Summer 1989" above).

6. *GEMER EXAMINATION*, Summer 1989

(a) Reading Comprehension: questions in English, answers in Hebrew or Arabic (as in the older format, replacing the translation exercises of the past three years).
(b) "Editing" or unscrambling a short narrative — deleting sentences which do not "belong" to the story.

The other sections of this paper remain as before:

(c) translating an advertisement to Hebrew or Arabic
(d) Reading Comprehension (English answers) — potted biographies
(e) Cloze exercise (multiple-choice or from a given list of words). The dialogue-completion test will be cancelled as from the above date.

7. *ONE-POINT SUPPLEMENTARY EXAMINATION (השלמה)*, from 4 to 5 Points, Summer 1988

Examinees will write a Composition and do all the Language Exercises from the 5 Point paper of the same date. Marking is internal (done by the school).

Dictionaries for Use in the Bagrut Examinations

GEMER and THREE POINTS: any bilingual dictionary.

FOUR POINTS:	Oxford Student's Dictionary for Hebrew Speakers (Hornby/Reif); Harrap's English Dictionary for Speakers of Arabic (Collins/Kassis/Angel); Both the above dictionaries are published by Kernerman Publishers.
FIVE POINTS:	Hornby et al. "Advanced Learner's Dictionary"; "Collins English Learner's Dictionary"; "Longman Dictionary of Contemporary English" (new edition, 1987); "Longman Active Study Dictionary"; Hornby: "Oxford Student's Dictionary of Current English".

The "Longman Dictionary of Contemporary English" is an addition to the list of approved dictionaries, but only the new edition (1987) may be used, since it incorporates a number of corrections of items concerning Jews and Israelis (see ENGLISH TEACHERS' JOURNAL 29, December 1983).

New Textbooks Approved by the Ministry of Education and Culture

A WORKBOOK FOR NEIGHBOURS by Shelly Ganiel, published by Eric Cohen; a series of enrichment exercises to accompany the Educational Television series for Grade 5. Contents: grammar and vocabulary exercises, reading passages, practice dialogues, fun pages, communicative activities, review sheets and the words to the songs. The exercises, varied in both approach and level, are designed to encourage pupils to work in pairs or in small groups.

KIDS AND OTHER PEOPLE by Tamar Sachs, published by Eric Cohen; a Reader (i.e., this book may be used in addition to, and not instead of, a language textbook) for Grades 8 and 9. The stories have been simplified in vocabulary and syntax, but special care has been taken to preserve the texture of the original material. The stories are divided into sections, with each section being followed by exercises to ensure comprehension and practise vocabulary. Contents include "Patience" by Stan Barstow, "David Copperfield and the Waiter" by Charles Dickens, "The Little Girl" by Katherine Mansfield, "Rikki-Tikki-Tavi" by Rudyard Kipling, "The Ransom of Red Chief" by O. Henry, "The Boy and the Vet" by James Herriot, "Three Days to See" by Helen Keller, "A Tradition of 1804" by Thomas Hardy and "Ha'penny" by Alan Paton.

IT STANDS TO REASON, by Natalie Hess and Evy Ezra, published by Eric Cohen; a new textbook for Grades 11 and 12, thematically arranged. It attempts to motivate pupils through interest, relevance and communicative strategies. Pupils are encouraged to express themselves logically, coherently and appropriately. The book includes newspaper articles, literary passages, poetry, songs and advertisements. The language exercises are a natural outgrowth from the passage. All four skills are dealt with intensively. The book also includes Bagrut practice material, such as Reading and Listening Comprehension, rewrite exercises, dialogues, compositions, recommended Bagrut speech activities, etc.

MEANING IN ENGLISH by Natalie Hess and Shai Aran, published by Eric Cohen; a textbook for Grade 10, based upon a collection of well-known short stories (such as "The Red Pony" by John Steinbeck, "The Vertical Ladder" by William Sansom, "The Jew from Saragossa" by Elie Wiesel and "The Bottle Imp" by Robert Louis Stevenson), together with the teaching of grammar and vocabulary and communicative learning activities, both oral and written. A special Teacher's Edition is available (Repeat notice).

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UP TO THE TOP by Rena Keynan, published by Eric Cohen; for less-able pupils (C Stream) in Grades 7, 8 and 9. The text follows the visits of two pop groups to Israel. The book teaches and reviews basic grammar and vocabulary; listening comprehension activities centre around a cassette of authentic tennage dialogues and specially-composed pop music. A Teacher's Book and cassette accompany the text. (Repeat notice).

"New Syllabus for Schools (Grades 5-12)"

(see JOURNAL, 36, January 1988, for a general description of the new Syllabus and the general contents). The new Syllabus was at the printers when this issue of the JOURNAL went to press. On publication, notices will be sent to all schools. Teachers, Teacher-Trainers and Student-Teachers should acquire the new Syllabus and see it as the central guideline for their work.

"Teaching the Pedagogical Grammar of English" (repeat notice)

This handbook for teachers (revised edition), compiled by Raphael Gefen and published by the Ministry of Education and Culture, deals systematically with the grammar patterns specified in the new Syllabus. The patterns are described and explained, contrasted where necessary with Hebrew, and accompanied by didactic suggestions. The book also reprints the article "Teaching Grammar as Part of Meaningful Communication", which first appeared in the ENGLISH TEACHERS' JOURNAL, 25. Available from the Ministry of Education distributors (see list in these pages).

New Edition: THE PLIGHT OF SOVIET JEWRY (repeat notice)

A new edition of this very important Reader, written by Carol Goldfus and Nomi Ballas (teachers at the University Secondary School, Jerusalem) and with an introduction by Nathan Sharansky, has been published and is available from Ministry of Education distributors (see the list of these distributors in this section of the JOURNAL). The book is recognized as an option for the Non-Fiction Prose section of the Compulsory Reading Programme for the Upper Grades.

BAGRUT EXAMINATIONS, FOUR & FIVE POINTS, 1984-1987" (repeat notice)

A collection of past Bagrut examination papers, together with the scripts of the Listening Comprehension tests and additional Language Exercises, has been published by Eric Cohen.

Newspapers in Simplified English

The GOOD TIMES Publishing Company issues the following monthly newspapers:
ABC Times — for Grades 5, weaker 6, good Grade 4
Sunshine — for Grade 4

Just for You — for Grades 6 and weaker 7
Good Times — for Grades 7, 8, 9

Address: GOOD TIMES, POB 3576, Jerusalem 91035. Tel: 02-525353

THE JERUSALEM POST publishes the following monthly newspapers:
Hey There! — for Grades 7-9, and less advanced pupils
Student Post — for Grades 10-12
Yours (pilot issue only so far) — for weaker older learners

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Language Teachers and Education: Resolution of the FIPLV General Assembly
The General Assembly of the "Fédération Internationale des Professeurs de Langues Vivantes (FIPLV)", which represents 42 national multilingual and four international unilingual associations, met in Sydney on 31 December 1987 and 1 January 1988 and unanimously approved the following resolution:

> "The General Assembly of the FIPLV draws attention to the vital role of language teachers in education in all countries. Since the politics and economies of all nations are increasingly interdependent today, and the survival of the world depends on establishing mutual understanding and respect between peoples, the foreign language teacher must be recognized as contributing skills of

immense importance to the world's education systems. In order to carry out this vital role, language teachers require

— recognition by local, national and international bodies of the importance of their role

— high proficiency in the languages they teach and the opportunities to maintain and develop that proficiency

— thorough specialist training and regular opportunities to update and upgrade their skills.

The practice being adopted by many governments throughout the world of assuring support for the teaching and learning of foreign languages must be accompanied by the provision of resources commensurate with the importance of these activities. The General Assembly deplores any reduction in the resources allocated to the teaching and learning of foreign languages and exhorts governments to ensure that the goal of mutual understanding and respect between nations is supported by adequate funding at all levels of education".

"Peace and Language Learning" — reprinted from FIPLV World News, January 1988

"Peace and Language Learning": A Checklist Prepared by Francisco Gomes de Matos.

"The growing international interest in peace as a crucial concept in politics and in education (the latter as particularly manifested in language education) motivated FIPLV to designate its 1988 World Congress Theme as "Learning languages is learning to live together" thus highlighting the importance of enhancing harmonious relations at the interpersonal level. Moreover, in the general theme of the 1990 congress of the International Association of Applied Linguistics (AILA) "Peace" stands out: Applied Linguistics, International Understanding, and Peace Education.

In such a spirit, a checklist is presented, so as to arouse greater interest among FIPLV Newsletter readers and to suggest some ways for operationalizing the idea of peace in and through language learning.

Capitalizing on peace: a checklist for action and interaction.

Since this is but an initial, suggested listing, only five sets of key-questions will be made explicit. It is up to the readers to add to what could become a bank of ideas on *peace in and through language learning and teaching*.

1a) If "it goes without saying that the objective of international peace and security is fundamental to the United Nations, and to all other regional and national organizations concerned with human rights, whether inter-governmental or non-government" (Paul Sieghart, "The International Law of Human Rights", 1983, p. 372), how essential would peace be in the language learning and teaching process and why?

1b) How is the generic, comprehensive concept of peace being advocated, described or referred to in the interdisciplinary literature of applied linguistics, international law, education? Cf. such expressions as "humanistic approaches", "collaborative learning", "learner-centered methodology", "learners' linguistic and pedagogical rights".

2a) How is peace interpreted by learners and teachers of different ages, in varied school contexts all over the world? How could a survey of such attitudes be conducted effectively?

2b) How is *peace inside the classroom* being considered and promoted? Cf. current emphasis on psychological dimensions, such as affection, empathy, inner contentment, tranquility.

3a) How can language teachers be prepared to foster an atmosphere of increasingly stronger solidarity and mutual understanding in their classrooms? To what extent are language educators capitalizing on the "fundamentally affective nature of human learning and teaching" as put by H. Douglas Brown in "Principles of Language Learning and Teaching", 1987?

3b) How can teachers be sensitized to the connection between world peace and amity and mutual harmony among classroom partners (classroom peace)? What contributions can teacher-trainers make to changing teachers into peace-agents?

4a) What correlation might there be between viewing learners as *competitors* (as in classrooms overemphasizing rapidly-achieving accuracy rather than flexibly-developed communicative appropriateness) and considering languages as *competing* or conflicting *sociocultural systems*? On the latter, see Ronald Wardhaugh's "Languages in Competition", 1987.

4b) What can be done to overcome dehumanizing competitiveness, replacing it with sensible, peaceful, consensual sharing of rights and responsibilities? How can the dignity of all languages become a major universal educational goal?

5a) How can peace-oriented courses be designed, field-tested and improved upon?

5b) How can crosscultural experiences be integrated in a peace-enhancing curriculum for international experimentation?"

New Publications from the Centre for Educational Technology

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The games are designed for individual, pair or small group work. The kit provides enough boards and cards for the number of players designated for each game.

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"Win One" has been designed to complement the TOAM English computer course. "Win One" is also suitable for classes not using TOAM, as the linguistic objectives of the games are based on the curriculum and textbooks of the English programme for elementary grades.

Further information about "WIN ONE" can be obtained from:

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Focus is a series of booklets for students, which aims to provide guided practice in English for reading comprehension skills. The series is suitable for students in junior high and high schools, depending on their level of English. The series is intended to supplement and reinforce the teaching of reading comprehension at those levels. Each booklet in the series focuses on a specific reading comprehension skill and provides a variety of activities that help students develop the skill that is dealt with. As the booklets are not graded, teachers can use them in any order. The activities in the booklets provide interesting and enjoyable ways to practise the skills of reading and comprehension in English. The activities are suitable for individual, pair or small group work.

Look for Yourself, Reading details in texts. This booklet focuses on the skill of paying attention to details in printed material. Students are presented with a variety of authentic types of "small print" such as newspaper advertisements, forms, lists of regulations, announcements, emergency information. Each activity requires the student to note certain important details and provides practice experience in dealing with this sort of printed matter.

Tie It Together, Drawing inferences from texts. This booklet focuses on inference. Inference is the process of going from the words in a text to a full understanding of the writer's message. The booklet provides activities which will help students develop their capacity for drawing inferences from texts, starting with inference from pictures and in short texts and gradually building up to key inferences in longer texts.

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Use the Clues, Using contextual clues in texts (available in Summer 1988). This booklet focuses on the use of contextual clues. Contextual clues are clues that can be used to understand the meanings of new words in a text. These clues may be antonyms, synonyms, paraphrases, definitions, or any other form that helps a reader guess the meaning of a new word or expression. This booklet explains the different types of contextual clues and provides students with practice in identifying and using them.

Time After Time, Understanding sequence in texts. This booklet focuses on the comprehension of the sequence of events in texts. Students are presented with a variety of authentic texts where comprehension of the sequence is essential. These texts include instructions, directions, biographies, cartoon strips, descriptions of processes, and narrative passages.

The above publications are distributed by "Gestalit" and are obtainable at bookshops. Bulk orders from Gestalit, Rehov Hayotsek 4, Haifa Bay (04-729353) or Rehov Hasharon 12, Tel Aviv (03-373921)

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THE NEW SYLLABUS FOR ISRAEL SCHOOLS – IN WHAT WAYS IS IT "NEW"? OR – HOW CAN OUR PUPILS PERFORM THEIR COMPETENCE?

by *Raphael Gefen*

The new Syllabus replaces the earlier syllabuses which were adopted in the years 1969-1977; as a general rule, I would claim that syllabuses (like textbooks) should have a "life" of 10-12 years, and the time is therefore ripe for a new syllabus to reflect certain changes in educational, psycholinguistic and linguistic thinking of the last decade or more and the changing needs of Israeli learners. However, a comparison between the new syllabus and the 1977 one ("English Curriculum, second (revised) edition") reveals that most (not all) of the specific innovations in content and methods in the new syllabus were implicit in the earlier one, while the *rationale* remains essentially the same, as does the *grammar* programme, and many of the *methodological* principles and recommendations for teaching the various domains and skills have been made more specific and explicit. Thus, the new syllabus is now encoding the various reforms and new emphases that have been introduced into English Language Teaching in Israel in recent years. Teachers who have kept up with and supported these reforms will therefore be happy to see these new ideas being incorporated into an official obligatory syllabus.

Communicative Competence and Performance

The essential rationale of English teaching remains unchanged:

1. English as a Means of International Communication;
2. Educational and Cultural Values through the Teaching of English;
3. Intellectual Awareness and Language Insight Via Foreign Language Learning.

The second and third components above have been expanded somewhat in order to emphasise the integration of foreign language learning with the teaching of other subjects and to stress *the cognitive aspects (logical analysis and analogy, more diverse ways of thinking, cognitive flexibility) of foreign language learning, with its effects on raising intellectual awareness in general, understanding the nature and functions of language, and an enhanced perception of the mother-tongue.*

However, the major new emphasis is on "COMMUNICATIVE COMPETENCE AND PERFORMANCE". The term "communicative competence" was used in earlier syllabuses to mean a modified "linguistic competence" (i.e. less of the same), those aspects of the various language domains and skills which could reasonably be expected of Israeli pupils but which would satisfy the declared aim of teaching language for "communication"; the new syllabus treats this concept as a complex of

LINGUISTIC ACCURACY, PRAGMATIC FLUENCY and *SOCIOLINGUISTIC APPROPRIATENESS (APPROPRIACY)*, part of the current thinking in the communicative curriculum (Swaine and Canale in Canada, Brumfit in Great Britain). Both pragmatic and sociolinguistic competences were implied in the earlier syllabus, but they are now dealt with as separate competences, integrated with Accuracy (Linguistic Competence). However, ACCURACY remains the core of the syllabus, in contradistinction to certain trends in the profession, which have tended to identify the "communicative curriculum" with an anti-grammar approach, an unsystematic and ungraded presentation of language ("authenticity"), an ignoring of pupils' errors in the spirit of "as long as the message got across, it doesn't matter what mistakes are made", a principled opposition to taking the learner's mother-tongue into account, and a reliance on nebulous "functions" and "notions" *instead of* (rather than *in addition to*) linguistic domains. In this sense, the new syllabus is most certainly not part of the "revolutionary vanguard" in our profession, but, I trust, reflects the balanced approach which most Israeli teachers adhere to (as do probably most language teachers throughout the world, at least as far as English as a *foreign* language, rather than a first or second language, is concerned). At the same time, the new syllabus stresses again and again that this Communicative Competence (i.e. *knowledge* of the rule systems involved) must be reflected in the pupils' Performance; the syllabus as such is performance-based (i.e. the *use* of the language, as distinct from underlying knowledge). This is a "Performance-Based" syllabus, aiming at increasing the learner's PROFICIENCY. This distinction was implied, but not made explicit, in the earlier syllabuses.

In detail, the sub-components of "Linguistic Competence" now include DISCOURSE STRATEGIES and SPELLING AND PUNCTUATION, not specifically emphasised in the earlier programmes. Furthermore, it is now required that VOCABULARY be regarded as of equal importance as GRAMMAR — for the first time, a recommended core LEXICON is provided, and not merely a statement of principles and a rather meaningless demand (1977 Syllabus): a recommended vocabulary list was, however, given in the very first Primary School Syllabus (1969), but was later dropped. Somewhat more stress is also placed on Comprehension (perhaps better defined as "Interpretation") skills of LISTENING and READING than on the production skills of Speaking and Writing, although oral production is also given more stress than in earlier syllabuses because of the social needs of the late 1980s and the 1990s. Another interesting innovation in this syllabus (though familiar to readers of the ENGLISH TEACHERS' JOURNAL and to teachers following developments in professional thinking in Israel and of course other countries) is the greater recognition given to the learners' mother tongue and therefore to the desirability of comparing the foreign language with the mother tongue. This positive attitude to the mother tongue was partly implied in the earlier syllabuses but is now openly recommended; under no circumstances, however, is it a recommendation to adopt the "Grammar-

Translation" Method used for teaching dead languages (or for teaching living languages as if they were).

Some Detailed Prescriptions

The new syllabus does not restrict itself to overall expectations or general principles, but includes a guide to the detailed teaching of the various domains and skills, such as:

(a) a specification of the handwriting style recommended ("SCRIPT", not "PRINT" or "CURSIVE")
(b) the recommended core vocabulary — separate lexicons for Primary School, Intermediate School and Upper School
(c) a very detailed inventory of pedagogical grammar patterns (as in the earlier syllabuses)
(d) an inventory of the subskills of Reading Comprehension, Listening Comprehension, Oral Production and Written Production
(e) rules of punctuation to be taught
(f) advice concerning the types of tests to be given and the principles of pupil evaluation which should guide teachers
(g) a detailed breakdown of the various competences.

These prescriptions will be of importance in guiding the teachers in their everyday classroom work, for teachers preparing their own material, for writers of the various types of courseware, for teacher-trainers and for candidates for the profession of Teaching English in Israel.

Communicative Methodology

The methodology used in class will be the most important factor in translating KNOWLEDGE into USE, COMPETENCE into PERFORMANCE. The 1977 and earlier syllabuses referred to the "Modified Audio-Lingual" method and the "Oral-Aural" Approach as the recommended methodology; the syllabus now calls upon teachers to use all modern didactic techniques (eclectic empiricism) — "audio-lingual" structure practice, "cognitive" rule-explanation, "humanistic" learner-responsibility and teacher-pupil interaction, and "functional" use in answer to putative social needs. Emphasis is now placed on the *authentic use* of English (i.e. linguistic activities which native speakers would also undertake) and on *communicative activities* — both "genuine" (providing personal information, reading and listening for content as well as for language) and "contrived" (the classroom 'quasi-communication' of role-playing, group discussion, pairwork, etc. where 'genuine' communication would be in the mother tongue). Specific suggestions are made regarding the application of these principles to classroom activities, thereby having learners use the foreign language in situations approximating as closely as possible to those in which the mother tongue would be used. Throughout, "meaningful contextualization" is demanded, as in the earlier syllabuses.

Using English for communicative activities in the classroom is of vital importance, since communication as a *means* is essential if we are to pursue communication as an *aim*, and teachers are called upon to examine all the teaching techniques they use in class (lectures, drills, and other forms of pupil activation) in the light of whether they contribute to improving the pupils' communicative performance. Another important aspect of communicative methodology (in addition to the communicative activities mentioned above) is the fostering of the *"learner-centred classroom"*, as distinct from the "teacher-centred" lesson of "lectures" (also necessary in part, of course, in order to present new material): pupil activation in pair-work, group-work, dramatic dialogues, "physical responses", individualized programmes, and various forms of "self-access" learning (computers, language laboratory, library, projects, etc) are all required, if we wish pupils to use the foreign language for communicative purposes.

Using Hebrew or Arabic in Teaching English

The use of the mother tongue is highlighted in the new syllabus as a means of ensuring exact comprehension and of relieving anxiety: teachers are expected to have recourse to translation (mainly by eliciting the mother-tongue equivalent from the pupils) *wherever necessary* (and therefore not always) as part of the presentation of new material, and in addition to (*not instead of*) other ways of imparting meaning — demonstration, visuals, the use of realia, paraphrasing, etc. They should not give translation *exercises*, since the learners' fluency will thereby be adversely affected (they will be hindered in their attempts to attain spontaneous expression — "thinking in the foreign language"). This positive attitude to the mother tongue, through contrasting structures and lexical items in the two languages, will enhance the learners' insight into both the foreign language and the mother tongue and perhaps their general linguistic awareness of the nature, function and structure of language as such as well as their cognitive abilities (logical analysis, identification of contrasts and similarities etc.)

Moreover, for less-able pupils in particular but frequently for all pupils, eliciting the meaning of a reading or listening passage by means of answers and explanations in the mother tongue rather than in English is a valid and even perhaps the most effective form of testing comprehension (see the the articles in the ENGLISH TEACHERS' JOURNAL by E.A. Levenston (issue 32) and Batia Laufer (issue 29)).

Finally, on the subject of translation, the new syllabus advocates that very advanced pupils in the last years of secondary school should be encouraged to study translation as a skill in its own right.

Less-Able Pupils

Israel is one of the very few countries (perhaps the only one) teaching a foreign language to weak learners throughout the entire range of School Grades; a separate chapter of the Syllabus is devoted to teaching less-able pupils. These pupils are located either in homogeneous 'Streams' or as individuals or groups in a heterogeneous mixed-ability class: there are advantages and disadvantages in either arrangement, but where streaming does take place, it is recommended that it not be undertaken before Grade 7. A differential syllabus is advocated for less-able learners, involving lower expectations in terms of achievements and also the following different methodological approaches:

(a) a bilingual approach
(b) comprehension rather than production
(c) vocabulary rather than grammar
(d) a tolerant approach to error

These approaches were also implicit in the earlier syllabuses, but Streaming ("ability grouping" or "setting") in Primary School and Intermediate School was then assumed to be the general practice and the 'differential syllabus' was one of content only. The new syllabus deals with the issue in a more explicit manner and lays down clear criteria.

It is recognized that, for less-able pupils, learning the foreign language is a matter of "image", not merely "schooling", and this fact should also guide teachers. Differential courseware is essential, specially-prepared materials answering the above criteria and relevant to the age and interests of these pupils, rather than texts in simpler English but meant for younger learners. In general, teachers need a great deal of guidance and mutual consultation in dealing with this population: hopefully, the new Syllabus will be of some help.

A Syllabus for the 1990s

Hopefully, this new Syllabus will cope with the classroom needs of the late 1980s and the early 1990s, with pupils used to modern and more sophisticated technology, requiring active communication skills for a world that is shrinking every year and demanding a nonchildish content in their learning materials, since they themselves are more sophisticated, more travelled and have a greater 'knowledge of the world' than preceding generations.

The contents of the new syllabus have been the subject of intense discussion throughout the English Teaching profession in Israel and so represent a consensus of informed opinion which should provide guidelines for our schools for the next few years — in terms of pre-service training, in-service teacher further education, the determination of specific national and regional school policies, the preparing of courseware, the setting of examinations and other evaluation measures, and of course the classroom practice of each and every English teacher. At the same, time it must be recognized that we cannot be slaves to a syllabus — circumstances change, given local problems may necessitate some detailed changes in aim, method and content (agreed to, of course, by the Inspectorate), some factors may not have been sufficiently borne in mind in compiling the present document, etc. — and schoolteachers, teacher-trainers, inspectors, counsellors, university colleagues, etc are urged not only to study the syllabus closely but to make known their opinions and further suggestions.

ARTICLES ON LANGUAGE TESTING

DIAGNOSING ERRORS IN ENGLISH AS A FOREIGN LANGUAGE THROUGH THE CLOZE PROCEDURE*

by Marsha Bensoussan, Haifa University

I. Introduction

One of the easiest reading comprehension tests to construct is the Cloze, especially if the blanks are chosen randomly, after every n^{th} word. The teacher/test constructor merely retypes the text, placing a blank space after every n^{th} word, and the student is required to fill in the gap. If the blanks are randomly chosen, the missing words are assumed to be representative of the text as a whole. The recommended distance between blank spaces ranges from 5 to 12 words for English (Oller, 1972) depending on the desired difficulty of the test — a greater frequency of blanks yielding a more difficult test.

The Cloze procedure may also be modified by rational deletion. That is, the teacher/test constructor may decide to leave out certain parts of speech (e.g., all verbs or prepositions). Or the teachers may decide to leave out certain key words of meaning in the text in order to test whether the student has understood the clues in the text which make it possible to guess these words.

Another assumption behind the Cloze test is that it simulates a real reading situation. While reading, the reader anticipates words or ideas, and either confirms or disconfirms these expectations (Oller, 1973). It is assumed that a student's ability to fill in the gaps in a Cloze test reflects his ability to understand the text as a whole.

The teacher of English as a Foreign Language (EFL) who uses the Cloze procedure to test and teach reading comprehension may ask whether certain kinds of errors

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* For their helpful critical comments, I wish to thank Batia Laufer, Dept. of Foreign Languages, Haifa University, and Dr. Gita Kornfeld, English Department, Gordon Teachers' College.

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reappear in Cloze tests — and, if they do, whether teachers can help students recognize these common problems. If students can be made aware of the pitfalls, they may be trained to get higher scores on Cloze tests. Guice (1969) has found that practice in taking Cloze tests increases the students' scores. More important, if repeated taking of the Cloze test increases the student's ability to predict ideas and structures in a test, the Cloze could be a useful teaching tool to improve students' reading proficiency. Oller (1973) refers to the student's predictions on the text as a "grammar of expectancy". The teacher of EFL would be interested in knowing the most prevalent errors in order to diagnose and train students to increase their general reading ability.

Two versions of a reading passage were used to gather data on types of errors made by students.

II. Method

A. *Subjects*

A total of 286 first year students in advanced English reading at Haifa University comprehension courses were tested. 215 students received Cloze Test version 1, and 71 students received Cloze Test version 2. The level of English of the students taking each of the two tests can be considered approximately equivalent. There were 11 EFL teachers who gave the tests.

B. *Cloze Passage* (see Appendix for actual texts)

The same 313-word, 32-line expository text, written by Lilian Groebel, Haifa University, on the subject of how to read a text, was used in each of the two Cloze tests. In both tests a blank was placed every 10th word. The random Cloze was used because it would be less likely than the rational Cloze to bias the results.

In order to further reduce the possibility of experiment bias, two different versions of the same text were used. The difference between the two tests lies in the placement of the blanks. This different placement of deletions results in a different distribution of words.

C. *Scoring*

It must be noted that the test score depends not only on the nature and placement of the omitted word, but also on the scoring method. It was decided, for the purpose of this experiment, to mark all contextually acceptable answers as correct (Oller, 1973), and not to require replacement of the exact word.

The Cloze test is easy to construct but difficult to score, if one accepts not only original but also contextually-acceptable words. For each deletion, a correct response was awarded 2 points. Partial credit was also given; one point was given for a response semantically close to the original word, even though it was grammatically incorrect. In addition, partial credit was deducted for grammatical errors (i.e., "he go") and misspellings.

Three major error patterns were revealed in both of the tests:

1. **semantico-syntactic** items: words that are both semantically and syntactically inappropriate in the context of the blank space. (e.g., "devices *add* interest too..." Some students wrote *because, to*, or *the* rather than *add*.)
2. **opposites**: words having the opposite meaning of the original word in the text. (e.g., "a *dull* text" was mistaken for a *clever* or *interesting* text by some students.)
3. **homonyms and synophones****: words that sound or look similar to the original word in the text (e.g., "in the sentence preceding or *succeeding*", some students wrote *exceeding*. For the sentence "Reading is a complicated skill that *includes* a variety of factors", some students wrote *concludes*, and one wrote *encloses*.)
4. **other**: no specific pattern noticed for these errors.

Together, error patterns 1, 2 and 3 constitute 38% of the total wrong responses for Test 1 and 54% of the responses for Test 2. The most frequent error pattern is semantico-syntactic, which comprises 32% of the errors (7% of the total responses) in Test 2. Less frequent are opposites, constituting 6% of the errors in Test 1 and 18% of the errors in Test 2. The appearance of the homophone and synophone patterns, although recurrent, is statistically insignificant. In both Cloze tests, the percentage of correct responses was equal (68%).

IV. Discussion

Semantico-syntactic wrong responses (containing syntactic as well as semantic components) are the most common single problem. They lower the student's average test scores, in this experiment by 3% to 7%. The rules of syntax/sentence structure are more narrowly defined and can be applied more mechanically by students than the semantic components of a text. For this reason, the use of ungrammatical words can be remedied by the EFL teacher more easily than other errors, such as confusion of vocabulary and use of words of opposite meanings.

Take, for example, the following item in Cloze Test 1, lines 18-19 (See Appendix):

"...however, such stylistic devices ____________________ interest and flavor to..."

The missing item is the verb *add* whose subject *stylistic devices* immediately precedes the verb. A student who is unaware of this sentence structure has no idea about how the words *stylistic devices* and *interest and flavor* are related, and he may insert another part of speech in the blank. Once it is made clear, however, that it is the verb that is missing, the syntactic context around the blank is put into clearer focus, and the student has only the lexical problem to deal with.

** Laufer (1981) defines *synophones* as words of similar sound and *synographs* as words of similar spelling which are often confused by students of EFL. Such errors, when made by native speakers, are often called malapropisms.

By explaining the syntax of one sentence, the teacher may help the students read and understand a similar sentence in the future. Emphasizing the relations between and among words in a sentence, and finding the clues of redundancy in structure and meaning, have broader applications for a student's reading comprehension than teaching more and more words, with only a passing superficial reference to their use in context.

By being sensitive to parts of speech and sentence structure, the student will consciously try to keep in mind both intra- and inter-sentence relationships. This consciousness, which belongs to the proficient native reader almost intuitively, must be carefully acquired and mastered by the foreign language learner if he is to be able to read a text proficiently. The Cloze procedure is one of the effective tools for teaching EFL students the skill of focusing on the inter-relationship among items in the text.

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APPENDIX: CLOZE TEST 1

Reading is a complicated skill that ______________________________ a variety of factors. Not only is it important ______________________________ understand the basic vocabulary, but it is also necessary ______________________________ approach the text properly. Even before beginning, the reader ______________________________ have a clear idea of his purpose in reading ______________________________ particular text. Once he has looked at the material, ______________________________ reader should then decide how difficult it is, in ______________________________ to adapt his reading speed and determine how much ______________________________ to spend.

A text should be read three times: ______________________________ superficially, for the central idea; then more carefully, for ______________ supporting details that explain the main idea; and finally, ______________ again so the student can relate the ______________ before writing them down in an outline or summary.

______________ order not to misunderstand the writer's purpose, the reader ______________ be aware of certain stylistic devices. Although some authors ______________ in a straight-forward manner, others delight in a clever ______________ of phrase that might confuse the careless reader. In ______________ of their seemingly unnecessary difficulty, however, such stylistic devices ______________ interest and flavor to what might otherwise be a ______________ text.

On examining the problem of vocabulary, therefore, ______________ see that it is not the most important problem ______________ reading. In fact, the author often leaves a helpful ______________, clarifying the meaning of a word in the sentence ______________ or following it. Moreover, sometimes the context itself is enough to explain a word. The reader should have a ______________ knowledge of roots, prefixes and suffixes that will enable ______________ to make an educated guess. If however, after having ____ to guess the meaning of a word, and ____ it impossible to understand the passage without it, the ______________ should look the word up in the dictionary.

After ______________ mastered the basic reading skills, a student should be ______________ to approach any text, dictionary in hand, with ______________.

APPENDIX: CLOZE TEST 2

Reading is a complicated skill that includes a variety ______________ factors. Not only is it important to understand the basic vocabulary, but it is also necessary to approach the ______________ properly. Even before beginning, the reader should have a ______________ idea of his purpose in reading a particular text. ______________ he has looked at the material, the reader should ______________ how difficult it is, in order to adapt ______ reading speed and determine how much time to spend. ______________ text should be read three times: first superficially, for ______________ central idea; then more carefully, for the supporting details ______________ explain the main idea; and finally, quickly scanned again ______________ the student can relate the ideas together before writing ______________ down in an outline or summary.

In order ______________ to misunderstand the writer's purpose, the reader should be aware ______________ certain stylistic devices. Although some authors write in a ______________ manner, others delight in a clever turn of phrase ______________ might confuse the careless reader. In spite of their ______________ difficulty, however, such stylistic devices add interest and ______________ to what might otherwise be a very dull text.

________ examining the problem of vocabulary, therefore, we see that ________ is not the most important problem in reading. In ________, the author often leaves a helpful clue, clarifying the ________ of a word in the sentence preceding or ________. Moreover, sometimes the context itself is enough to explain ________ word. The reader should have a basic knowledge of ________, prefixes and suffixes that will enable him to make ________ educated guess. If, however, after having unsuccessfully tried to ________ the meaning of a word, and finding it impossible ________ understand the passage without it, the reader should look ________ word up in the dictionary.

After having mastered the ________ skills, a student should be able to approach ________ text, dictionary in hand, with confidence.

MINISTRY OF EDUCATION OFFICIAL TESTS FOR GRADES 6, 7, 8, 9: AN OVERVIEW

by *Renée Vorhaus*, Testing Consultant

Over the last few years a series of tests have been developed for use in Grades 6, 7, 8, and 9. These tests fall within 3 different categories: Achievement Tests, to be given at the end of the school year (and which will be more fully described below); Diagnostic Tests (for Grades 7 and 8), to be administered at the beginning of the school year; and Progress Tests (for Grades 8 and 9), to be used for assessment during the school year for specific grammar learning. Each set of tests is accompanied by a Teacher's Guide, which contains general instructions and explanations for administering and marking the tests, answers to the questions appearing in the pupils' tests, and the listening passages which are to be read to the pupils.

Achievement Tests

These tests have been designed so that all pupils at whatever level of learning proficiency in the English language can achieve some measure of success. The linguistic content and demands begin at a lower level of knowledge than is actually required for the targeted Grade level and proceed to a higher and more demanding level of knowledge. This approach is not only more motivating and encouraging for *all* pupils taking the test, but also provides teachers with the opportunity to more realistically assess the pupils according to their standing in a low, medium or high level of English language aptitude.

The tests cover the following language areas: Listening Comprehension, Reading Comprehension, Writing and Grammar knowledge. What is not included in the printed test but which is, of course, an integral part of any Language achievement test, is an Oral Language Proficiency test. However, the accompanying Teacher's Guide to the tests includes suggestions not only for when to administer this portion of the test, but also some ideas on how to do so.

Listening Comprehension

There are 2 Listening Comprehension passages for each test (which are to be given to all pupils with the exception of Grade 9) — an "easier" part for the lower level pupils and a "harder" passage for the higher level pupils. Both of the listening sections for the 6th Grade are answered by means of pictures, as is the lower-level section for the 7th grade — thereby eliminating any poor reading ability interference. Lower-level 8th Grade is answered by means of written questions, but since these are also read to the pupils by the teacher, the reading problem should again be minimal.

The Listening Comprehension section is always the first part of the test. There are two reasons for this: one is that the teacher can quieten the class by getting their attention and so ensuring that all will start at the same time; and two, so that pupils will not be interrupted later in their train of thought while working on the other sections of the test.

The Listening passages are not on tape but are read to the pupils by their own classroom teachers. In these lower grades (of learning English) the pupils are familiar with the accent, intonation and pronunciation of their own teachers and may not be secure enough yet to "receive" and understand an unknown and previously-unheard English-speaking voice.

Teachers should familiarize themselves with both the passage and the questions before reading aloud to the class. This will enable them to use a natural voice and a usual rhythm of delivery while at the same time giving a distinct demarcation to the "chunks" of information and concepts contained in the passage as well as ensuring that they will give clear endings to the individual sentences.

Each passage is read to the pupils twice. The first time pupils listen without looking at the questions, then they answer the questions, and then listen a second time to the teacher's reading while confirming or changing their answers. In other words, the first listening is a global one without the pupil knowing specifically which details will be stressed in the questions and therefore need to be especially closely attended to; while the second listening is more focused, not only for specific points, but also for information which may have been lost because of interfering noises, such as voices in the hall outside, or a car starting up in the street, or else because of a personally-induced interference from a momentary mental turning-off while thinking about a word whose meaning is not known or clear, or which perhaps has another semantic association.

The Grades 6 and 7 questions draw directly on the information given in the passages; some of the questions of Grade 8 require interpretation of the information heard, as do a number of the questions accompanying the Grade 9 passage. In this way the higher-level passage of Grade 8 and the passage of Grade 9 more closely assess active and meaningful listening by having the pupils combine listening with an analysis and interpretation of the passage read to them.

Reading Comprehension

Although, by its very nature, a test is primarily composed of material to be read, the reading comprehension passages differ from the rest of the test in that these passages (1) do not contain blanks to be filled in by the pupils, (2) are not "loosely" related sentences or material, and (3) are accompanied by questions which directly relate to the information and ideas expressed in the specific passages. Therefore, even though many parts of most tests require reading ability and proficiency, the reading comprehension passages are read for a different educational intent and purpose and therefore require some different reading and thinking strategies.

There are two reading comprehension passages for each Grade level test — again following the format of "easier" and "harder". The passages have been developed so that, hopefully, they mostly do not either contain any vocabulary or any grammatical principles that have not yet been introduced to the pupils in the designated Grade level represented by the test. When new or unknown vocabulary is included, vocabulary that is considered to be beyond the pupils' knowledge, it is (a) developed and/or explained within the context of the passage, (b) illustrated by a drawing or picture at the side of the passage, or (c) given in its Hebrew translation in the instructions accompanying the passage.

The accompanying questions vary in format: open-ended, True or False, and multiple choice. Also, in some questions, pupils are asked to "support" their answers by giving the lines of the passage on which they based their answer. In a few other cases, pupils are asked if certain information was, or was not, included in the reading passage. These last two types of questions draw on the study and comprehension strategies needed by all effective readers and learners, namely that of determining if there is sufficient information provided by an author, and supporting and confirming one's own conclusions based on information given by an author and not on background knowledge, guessing, or personal interpretation. Thus, the questions are designed to tap both factual and inferential information contained within the reading passage as well as, in the higher-level passages, requiring some further active and analytical thinking on the part of the pupils.

Writing

The writing sections start with the first part of a sentence which the pupils complete in their own words and, of course, to which they can add other sentences to extend their ideas.

The "starter" part of the sentence is always related in some way to the immediately-preceding reading passage (with the exception of Grade 6). The association may be directly predicated on a specific detail of the reading passage, or on a broader concept developed therein, or else be related in some associative way. This enables the pupils to have a clear idea about which to write and eliminates the frustration of having to search for some idea to write about.

The "starter" part of the sentence also includes an option for the pupils' own beliefs or opinions by giving them a choice; such as, for example: I think/do not think, this is funny/silly, I like/do not like, etc. This approach allows the pupils, through crossing out the words that do not represent their thinking, to freely express their own thoughts without feeling threatened or coerced to give a predetermined answer.

Since the writing exercises are to assess meaningful (written) communicative ability, it is hoped that the misspelling of recognizable words is not, in this context, included in the overall evaluation of the written passage. (This same evaluative philosophy also extends to any misspellings on the open-ended questions accompanying the Reading Comprehension and the Listening Comprehension.)

Grammar and Specific-Targeted Language Production

Since the purpose and goal of English instruction in Israel is for pupils to achieve communicative competence based on a good grounding of functional ability, the linguistic sections of these tests are as much as possible presented as whole, contextual passages. These passages are either topic- or concept-related and have embedded in them a focus for demonstrating specific targeted grammar and/or lexical knowledge. In a few instances, such as the test for Grade 6 and certain parts of Grade 7, pictures rather than written language were used to provide a form of contextual cohesion.

However, no matter how contextually- and communicatively-based the exercises are, it is to be remembered that the purpose of these sections is to assess grammatical acquisition and competence commensurate with Grade level instruction: verb tenses, prepositions, quantifiers, adjectives, adverbs, etc. So even though the pupils may be able to "read and comprehend" the overall selection more easily because of the contextual unity, as well as being cued grammatically and lexically by the redundancy of the natural and meaningful use of language, yet the pupils can provide no more than they know. They may indeed receptively understand generally what they read, but productively cannot always fill in the needed specific information required. In other words, the pupils' prior learning and exposure to the specific linguistic forms stressed in these exercises, plus their individual reading ability, will determine the success or failure of their answers in that particular exercise and not necessarily reflect their overall knowledge of the English language. And then also, of course, no pupils can do better in a foreign language than what s/he can do in her/his native language. Therefore, in some cases a teacher may need to take into consideration the general learning ability of the pupil and assess that particular pupil not in terms of the general requirements of the curriculum, but instead in terms of the individual's acquisition and progress in his/her grammatical competence in English.

Some Insights Gained from Pilot-Testing

Each and every one of these 6th, 7th, 8th and 9th Grade tests — Achievement, Progress and Diagnostic — was pilot-tested in various schools and numerous classes in Ashkelon, Beersheba and Jerusalem. As a result of these initial testings many changes were made in the tests, based on the insights gained from the many hundreds of pupil responses.

One thing that became very clear is that regardless of a test constructor's expertise and experience, no tests are free of flaws and therefore pupils' "wrong" answers may in fact be a result of the fact that the wrong question was asked, or asked in the wrong way. This is especially true in the case of tests for Foreign Language learners. Many foreign language learners do not feel secure in their own basic knowledge when operating in a language other than their native one, and therefore are hesitant and reluctant about taking chances or on double-guessing the intent of the question posed. Furthermore, they are often either not knowledgeable or aware enough to be cued by grammatical clues, nor in some cases by typograhical ones, such as hyphens, colons, or commas.

The following examples, which are all taken from the 7th Grade Achievement and Diagnostic tests, may illustrate the above observations:

1. What is *on* the tree?
2. What is *above* the tree?
3. Who is *behind* the tree?
4. Who is *near* the tree?
5. What is *under* the tree?
6. What is *in* the tree?

These questions (Diagnostic) were accompanied by a picture of a tree around which, and in which, were different people and things. A competent English speaker would immediately know, without even seeing the picture, that the answers will be 3 people and 3 things: 3 who's and 3 what's. But many pupils ignored that information and focused on the preposition and therefore many answered question 1 and/or 6: "John". Why? Well, probably because John is shown *in* in the tree at the very top (*on* top of the tree!).

A story about Amir (Achievement) ended with this sentence: "I think that a farm is a good place to live in." The last comprehension question, one eliciting a semantic association for 'farm', was: "Amir likes to live in the city/the country." Here again, many pupils crossed out both choices and added "the farm".

A section and a question from the lower-level reading comprehension passage of the Achievement test:
The sun is not a planet; it is a star. It is the closest star to us and it is the star that is most important to us because it gives us the most light and it also gives us more heat.

7. *Which gives us better light: the sun or the stars?*

The question, of course, is very badly constructed because the 3rd person singular 'gives' provides the answer. Yet again, a number of students rejected the choice of answers by writing in the blank: "but the sun is also a star".

Another interesting thing happened on the higher-level reading passage of the Achievement test, which is a passage which first defines and explains what a 'fable' is and then goes on to relate a well-known fable:

14 For example, there is a fable about a lion and a mouse. The Greek writer (his
15 name was Aesop) wrote it a long time ago. This is the fable: a big lion catches
16 a little mouse. The mouse asks the lion to let him go. He says to the lion that
17 [illegible] day he will help the lion. The lion thinks this is very funny. How can a
18 [illegible], weak mouse believe that he can help a big, strong lion? The lion tells
19 the mouse, "I think you are talking nonsense, but I will be nice this time and
20 will let you go free". Then — one day the lion is in trouble. He is in a big
21 net and he cannot get out of it. The mouse sees that the lion is in trouble and
22 he goes to help him. The little mouse uses his sharp teeth to set the lion free!
23 So the moral of the fable is: Be kind to others even if they are weaker or
24 smaller than you.

The majority of the responses to question 5a were mystifying since all these pupils had written: fiction.

5. *Is it fact or fiction that*
a) a lion can catch a mouse?
b) a lion is bigger than a mouse?
c) a mouse tells a lion he will help him?
d) Aesop was a Greek writer?
e) animals talk like people?

Why did this phenomenon occur not with a few but with most pupils? After rechecking the passage it was surmised that these pupils had understood that much of a fable is fiction, but the juxtaposition and typography of line 15 had, in all probability, made them "deny reality" and thus they answered the question contrary to their own common knowledge and common sense.

Question 9 of the same reading passage also indicated an interesting response pattern.

9. The mouse helps the lion by
a) eating the net
b) biting a hole in the net
c) pulling the net off the lion
d) making the net smaller

Only a few pupils marked 9c as the answer (no one marked 9d) — but there was an even distribution of answers for 9a and 9b. Again, after some thought, the assumption was made that many of the pupils marking 9a as their answer either did not know, or did not recognize, the word 'biting' and consequently marked 9a because 'eating' is the closest and most logical association with the phrase "uses his sharp teeth" (line 23).

There was another example of the fact that knowing the meaning of a spoken word does not automatically lead to recognizing or identifying that word in print. In the Diagnostic test the greater number of pupils did not match the word 'counting' (with which they must have been familiar from hearing it since 4th Grade English instruction) with the right accompanying picture. This, of course, is a difficult word to "sound" out, especially in isolation. Graphically the word resembles "country", which doesn't help one bit in coming nearer to the sound, let alone the meaning, of "counting". Also, it is a word with an initial 'c', which, although rule-governed, is not much help to foreign language learners since it is a rule not known or easily remembered (even to native speakers, for that matter!). Many pupils who know the word by sound may in fact expect the word to start with a 'k'. Sometimes language learners internalize part of the rules for the foreign language and, in order to convey meaning, use delightful applications of what they have so far learned and abstracted; as did this pupil who filled in the blank of: "the (hot) time of the day is noon" with the word 'hoterer'. Spelling innovations by foreign language learners can also provide insights on how English can at times confuse rather than clarify; one example is the unbelievable number of logically-spelled versions given for the past tense of the word 'fly' (Grade 8 Diagnostic).

There are many other examples that could be included to illustrate that it is not always the pupils who are responsible for the "incorrectness" of their answers and that their not giving the "correct" answers may also result from poorly-phrased questions, ambiguous information and/or questions, difficult-to-read type, strange typographical lay-out of questions, and, last but not least, instructions which are not clear, simple and specific. (Even though all the instructions in all the tests are in Hebrew, changes for clarification in them were made also.)

Another thing learned from the pilot-testing is that Israeli pupils are not too expert when it comes to spelling, doubling consonants before adding suffixes, using concord between subject and verb, knowing the form of irregular verbs, question formation, forming comparatives, and paying attention to adding final punctuation or initial capitalization.

However, even if there is no such thing as an ideal and perfect learner, there is also no such thing as a perfect or ideal test, nor a totally faultless and accomplished test-constructor. Yet it is sincerely hoped that these tests will be a help in English language instruction and will give pupils an opportunity to demonstrate their English-language learning.

(Editor's Note: the Grade 6 Tests were published in late 1987; the Grades 7-9 Test are due to be published in readiness for the 1988-1989 school year. Obtainable from Ministry of Education distributors — see list in this issue of the JOURNAL.)

HAIFA REGIONAL TESTS FOR GRADES 8 AND 9

by *Ilana Neumark*, English Inspectorate

In the Haifa District, over the past four or five years, we have been conducting tests in English for all pupils in Grade 6 and in either Grade 8 or Grade 9; only pupils in 'special education' classes were exempt. These tests are part of a series of tests given in different subjects, e.g. maths, Hebrew, Nature Study.

Aims of the English Tests: there are three main categories —

A.1. to gauge the level of English in our schools at the primary and intermediate levels;
  2. to measure the attainments of individual pupils within any particular class;
  3. to measure the level of one class in relation to another in the same school (taught by the same or a different teacher);
  4. to measure the level of one school as compared with another within the Haifa District, taking into account the percentage of disadvantaged pupils in each school.

B. It was hoped that there would be a positive "washback" effect on classroom teaching. For a number of years before introducing these tests we had been talking about "communicative language teaching". *Many* teachers came to In-Service Training sessions, *some* teachers used the new ideas and techniques in class. By our insisting on a more communicative approach in the test, teachers had to use these new techniques in class. *All* pupils were now exposed to task-oriented teaching. Grids, maps, questionnaires etc became commonplace. True, some teachers do not like changing their teaching style and they have merely added these items as techniques to be undertaken by their pupils while they continue teaching as they have for the last ten or fifteen years. But many teachers became excited by the new approach once they had overcome their initial fear of it and sought ways of *integrating* the new ideas into their lessons. The Regional Test has done more to change teaching habits than all the In-Service training had previously. But without prior training we would not have been able to introduce the changes in the test format, so that the one supplements the other.

C. The results of the Grade 6 test are given to the Intermediate School to help them when dividing pupils into Streams in Grade 7. The possibility of using the Grade 9 test results as criteria for acceptance into the Upper School has been considered, but no final decision has been reached.

Developing the Test

For two years we gave the test in Grade 9 and this year (1988) a test will be given in Grade 8. About 8,000 pupils are involved each year.

A. A *committee* was set up, consisting of seven Heads of English Departments and Teacher-Counsellors under my chairmanship. The committee represented different types of schools situated in different socio-economic areas and with varying percentages of under-privileged children. The Druze schools were also represented.

B. *Test Levels:* We decided to have tests at two different ability levels — one for all pupils following the regular Grade 9 syllabus of the Ministry, and the other for less-able learners — usually in the C stream. We did not want to differentiate between the A and B Stream pupils since these are not absolute terms, and the A group in one school is often the B group in another. C groups, however, follow a different syllabus and can therefore be more easily defined. We also decided that the level of difficulty of the Level I test (for A and B Streams) would be internally graded. There would be easier items in each section, meant for recognition/comprehension only. The remaining items would be more difficult and of a more productive nature. The tasks involving reading skills were given the most weight and "free" writing the least, since the latter is of a highly productive nature. The C Stream — Level II would be based on recognition/comprehension only.

C. *The Syllabus*: Basing itself on the official Syllabus of the Ministry, the committee decided which grammatical structures the two different levels could be expected to cope with by the date of the test (just before or just after Pesach). They also decided on the general format of the test — which skills would be tested and how (e.g. Listening Comprehension would be tested using a grid, a map or pictures and *not* by multiple-choice questions, in order to minimise the amount of reading in a test of listening).

D. *Teacher Meetings* took place at the beginning of the school year of all teachers of Grade 9; this year the meeting was of Grade 8 teachers, including those working in 8-year Primary Schools.

E. *Supervision*: Two years ago we interchanged the English teachers among the schools, but this proved to be too complicated so that in subsequent years we have merely insisted that a teacher in the same school supervise the class she does not teach.

F. *Briefing*: I met with the teachers again once or twice before the test, to explain how the Listening Comprehension passage should be read, the system of marking, etc. All instructions were given in writing also.

G. *Distribution of the Test*: Tests (in sealed envelopes) were collected by a representative of each school the day before the test. The envelopes were to be opened just before the test by the Principal of the school. The test was given in all schools on the same day.

H. *Correcting the test*: The teacher who supervised also corrected the test. A key was supplied with details for marking. The results, together with the last grade given by the school for each pupil, were sent to the English Inspectorate together with the corrected examination papers. These corrected papers were spot-checked by the English Teacher-Counsellors. If there were any discrepancies in the evaluation, the papers were returned for further checking or in some cases marks were adjusted and the school notified.

The Test: Grade 9 Level I, 1987

A. *Oral Interview* — for technical reasons we were, and still are, unable to include an oral test.

B. *Listening Comprehension* — The passage was read by the English teacher supervising. The task so far has been to fill in a grid, but we have varied the type of material read — a radio report, news item, etc.

C. *Language Exercises* — (i) Cloze 1 — recognition only, with multiple-choice answers for each blank; (ii) Cloze 2 — production, a regular-type cloze, making sure the passage is "sophisticated", i.e, pupils must read to the end to answer correctly (APPENDIX D); (iii) multiple-choice dialogue (recognition); (iv) completing a dialogue (production). Exercises iii and iv both involved mainly question forms.

D. *Reading Comprehension with a Task* — matching headlines with short newspaper articles (APPENDIX A) or filling in a grid based on short reading passages.

E. *Reading Comprehension plus Writing* — whole sentences were left out of a letter and pupils had to choose the correct missing sentence from a choice of three and to copy it correctly into the letter (APPENDIX B). This is reading comprehension plus the first stage of writing. Another exercise was to answer the previous letter, i.e. Guided Writing, for the best pupils only (APPENDIX C).

Level II, Grade 9, 1987

This was based on the Grade 6 Syllabus, including the present, past and future tenses, CAN and some WH questions, all for recognition/comprehension only. The test consisted of a Listening Comprehension test (with a grid), Language Exercises (multiple-choice cloze, multiple-choice dialogue), and a Reading Comprehension test with multiple-choice answers. In the past we also tried a Reading passage with directions to be filled in on a map. We are still trying out different techniques. Teachers claim that C-Stream pupils do not like multiple-choice questions: they are confused by them and they often involve too much reading. Teachers also claim that these pupils cannot cope adequately with a grid.

Grade 8 Test, Level I, 1988

At the time of writing, this test had not yet been given, but teachers were told well ahead of time that there would be some changes in the format.

1. *Listening Comprehension*: teachers were told that the 'task' would be either a grid or identifying and sequencing pictures.
2. *Reading Comprehension*: to be tested through multiple-choice questions, matching headlines to articles or deleting sentences which do not belong to a short story.
3. *Language Exercises*: in addition to standard cloze passages (both recognition and production types) we have introduced "minimal context" clozes of two or three sentences which clearly contextualize the point being tested, be it grammar or lexis. These short contexts make it possible to check more areas of language more easily while still maintaining the principle of integrative testing. This represents a slight shift of emphasis towards the testing of grammar (and of course the *teaching* of grammar). This point was made clear to teachers, some of whom, in their enthusiasm for communicative activities, were neglecting grammar. See examples of minimal contexts in APPENDIX E.
4. *Writing*: selection, copying, producing phrases and the transfer of information from one medium to another (filling in a questionnaire based on information filling in forms, writing parts of a letter giving information taken from tourist brochures, timetables, etc) — all within the framework of guided writing. (See APPENDIX F, APPENDIX G). This section would be given only a minimum number of points and is meant as a challenge for the best pupils.

Grade 8, Level II, 1988

1. Listening Comprehension — identifying and matching pictures.
2. Reading Comprehension — extracting information from a short and easy text, including advertisements, and then filling in a grid or answering True/False questions.
3. Writing — filling in forms based on a short passage; this is in effect copying — see APPENDIX D.

We added the extra tasks because of the washback effect of the test and wanted to be sure that pupils at both levels would be exposed to a variety of techniques.

Conclusions

At a meeting of Heads of English Departments in schools taking the test, participants were asked if they felt the District Test was a worthwhile project: after all, it is a lot of work for everyone concerned — pupils, teachers, counsellors, Principals and Inspectors. Only three out of the thirty present felt that it was not a good idea, one because she felt that not all her English staff had changed their approach and yet their results were as good as the other teachers. Later she admitted that pupils in classes using communicative techniques certainly enjoyed English far more than pupils learning by more traditional methods; they learned more easily and were more highly motivated. Another participant said she personally had not changed her approach since the tests have been held, but she agreed that she had in fact been teaching communicatively even before the District Test was first introduced. The third teacher, with many years of seniority, said she found the new techniques did not suit her, and she would have been much happier carrying on in the old way.

The consensus of opinion was that the District Tests should be continued. There was some difference of opinion whether it was more useful to have the test in Grade 8, so that teachers could learn from the result and if necessary change their programme for Grade 9, or in Grade 9, since after three years in the Intermediate School one could expect to see real progress. Furthermore, the results of a Grade 9 test could be utilized by the Upper School.

Finally, I wish to thank the Teacher-Counsellors for their co-operation and the many hours of really hard work they put in at every stage of the tests.

APPENDIX A: matching headlines to newspaper stories.
Example: A woman of 66 and her husband had to flee from their home when fire swept through a next-door house which was used as a furniture store.
COUPLE ESCAPES FROM BURNING HOUSE.

APPENDIX B: completing a letter with missing sentences (multiple-choice)
Dear sir,
(1) ____ Either the girls wear short tight skirts and high-heeled shoes, or they come to school in old blue jeans. (Etc.)
1a. I think that the way pupils dress for school is terrible.
b. I think that our pupils have beautiful clothes.
c. I think that the way our pupils act in school is awful.

APPENDIX C: A letter in answer to the above complaint.
Dear Sir:
We were very upset when we read Mr. Boyd's letter. We do not agree with a single word he wrote. He said that ____________________, but we think that (etc.)

APPENDIX D: cloze
Dear Bob,
How are you? I hope that you, Pam, and your two young ________ are well. (etc.)

APPENDIX E: minimal contexts

How ______________________ is it from here to the city centre? I want to walk.

(a) long (b) many (c) far (d) much

APPENDIX F: guided writing

Lynn works for Mrs. Dale. This is her schedule: WEDNESDAY: dust, sweep the rooms, do the washing, clean the windows, go shopping. THURSDAY...FRIDAY...

It is the end of the week. Help Lynn write in her diary.

Dear Diary,

Mrs. Dale complains I'm terribly slow and never finish my jobs on time. But it isn't my fault only. On Wednesday, I went ______________ I ______________ the furniture and ______________________ the rooms, but I could not ______________________ (etc).

APPENDIX G: using information to fill in a form.

Sara Gordon is a secretary at Sam's garage. Mary Adam called Sam at 3.15. He wasn't there. Mary wanted to (etc).

The secretary left Sam a note on this form.

To: ____

From: ____

Time: ____

Name: ______________________ Phone Number: ______________________

Message: ____

Signed: ____

APPENDIX H: biography

(biographical details of Jim Morgan)

Now complete this chart:

Name: ______________________ Age: ______________________

Wife's Name ______________________ Wife's Job: ______________________

Car: ______________________ Interests: ______________________

Help in the house: ______________________ Newspaper: ______________________

SOME EVIDENCE CONCERNING THE PREDICTIVE VALUE OF CLOZE TESTS

by *Raphael Gefen*, English Inspectorate

Teachers use cloze tests for many different educational purposes: reading comprehension, vocabulary and grammar practice and testing, discourse features, listening comprehension, writing and spelling. Most teachers prefer "rational" deletion (i.e. according to the teacher's choice rather than every 6th or 7th word) and accept any appropriate word to fill the blank (i.e. not requiring the author's original item). Some variations of cloze exercises are the following:

(i) the missing item does not have to be a word — it may be a phrase (a clause or sentence would be too much to expect from a foreign language learner);

(ii) the missing item may be less than a word (e.g., the well-known "C-test", where the first letter or syllable is given, in which case the missing item would have to be the author's original, with all its disadvantages);

(iii) a more difficult variation is to omit a word from each sentence — but not indicate where it occurs (a "hunt-the-word" cloze);

(iv) easier variations are the multiple-choice cloze and the "select from a given list" cloze, which demand recognition skills only;

(v) I suppose that some teachers are also trying out the "punctuation cloze" (common in many old-fashioned textbooks long before cloze was "invented");

(vi) textbook-writers and teachers often use a cloze passage as a kind of summary of whatever subject the preceding chapter happened to be — a story, new grammar, new vocabulary, etc.

(vii) "listening cloze" involves the pupil having a text before his eyes, the tape says the whole passage, but the missing items in the written text are produced with a noise background which makes them difficult to hear;

(viii) and *teachers* were rather shocked at first when cloze questions were included in the Bagrut reading comprehension passage (the "Unseen") as a rephrasing of a paragraph, although *pupils* seem to have found no difficulty in coping with the type of Reading Comprehension question — no doubt because they were used to the procedure in other contexts.

Pedagogical literature has sometimes claimed a predictive value for the cloze test — the mark on the cloze is the same, percentage-wise, as the mark for the paper as a whole. If this is true, teachers will have a short-cut diagnostic measure at their disposal, since a longish cloze can take the place of a whole battery separately testing language skills and domains. In my view, this is too strong a claim in terms of the Bagrut examinations as a whole, and I would not advocate having a very long cloze (or a series of shorter clozes) replace the other sections of the paper. However, a look at the 1986 and 1987 Bagrut results shows the following:

AVERAGE MARKS (Note: examination only, not the final mark obtained)

	Whole Paper (see note above)	Reading (Mother-Tongue Answers)	Reading (English Answers)	Listening	Composition	CLOZE
1986 (5 pts)	74	-	69	83	67	76
(4 pts)	62	64	56	63	-	52
1987 (5 pts)	76	-	77	88	69	76
(4 pts)	62	78	60	69	-	60

As a further attempt to gather some evidence, I evaluated a large number of External Bagrut papers (5 points, Winter 1987) and compared the overall mark with the specific cloze mark: Overall = 60; Cloze = 58. I also evaluated some 4 pts. school papers ("Second Chance" programme), in other words not "Externals" who had never learnt at school and so were possibly unfamiliar with cloze procedures, and the results were as follows: Overall = 68, Cloze = 64. There were a number of discrepencies in the Winter scoring of papers (i.e. where the individual cloze mark was far from resembling the overall mark but was much lower), which were all due to a surprising and highly suspicious excellence in another specific exercise (e.g. rewrites) — but never on the Reading Comprehension questions.

My conclusion is that the cloze is a fairly accurate predictor for the overall foreign language score (but by no means perfect), especially at the more advanced levels. Pupils whose language aptitude is weaker and whose main emphasis in their studies is on the acquisition of recognition skills (e.g. Reading Comprehension with answers in the mother-tongue) have a poorer correlation, no doubt because a cloze is clearly a productive test; were they to have had a multiple-choice cloze (or a given-list cloze), the correlation would have been much higher.

THE INTERNAL BAGRUT AT PRE-ACADEMIC CENTRES

by *Linda Zysblatt*, National Co-ordinator of Pre-Academic Centres,
Assistant to the Chief Inspector for English, Ministry of Education

The rationale behind having a national pre-academic standard for the internal 4-point bagrut is based on both principle and practice. The *principles* would seem to be obvious, but they are worth stating: 1. it is only fair that a certificate bearing a particular value represent the same level of proficiency among all its recipients; 2. a 4-point bagrut certificate issued by a pre-academic institution ought to reflect academic reading proficiency suitable for university admission.

The *practical implications* are several: 1. a uniform standard eliminates the tendency towards subjective sub-evaluation of proficiency, i.e., a 4-point bagrut from College X is worth less than a 4-point bagrut from College Y but more than one from College Z. 2. It is of no service to a weak student to enable him to sit for a watered-down' 4-point bagrut exam in order to qualify him for university entrance when a) he will probably not reach the necessary level on the sub-test in English of the university psycho-metric exam to be admitted to the university and will therefore have to take further courses in English to raise his proficiency to the required level, or abandon his plans to study at university, b) even if, by lucky guessing, he achieves the minimum

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admission level on the English sub-test of the psychometric exam, and is admitted to the university, the gap between his level of English and the *ptor* level (which he must reach by the end of his first year of studies) is so wide as to be virtually unbridgeable.

For example, a look at vocabulary standards alone (without mentioning grammar, syntax or discourse analysis) will shed some light on this situation. The recommended number of words a high school graduate currently has in his active vocabulary (4-point bagrut) is about 3000 (Gefen, ETJ, 35, p. 41). A minimum beginning academic vocabulary is deemed to be from 5,000 to 10,000 words, depending on which authority you listen to (Laufer, ETJ, 35, p. 60). This is less than one fifth the reading vocabulary of the average native speaker (50,000) and a mere fraction of the reading vocabulary of the academic native speaker (100,000-200,000).

In addition, the gap between his reading ability and professors' expectations is even wider. Lecturers are in the habit of assigning a bibliography of primary sources (journal articles in abstract subject-specific language) in English in introductory courses at Israeli universities. At American colleges, in contrast, introductory courses are based almost exclusively on secondary sources (textbooks, which present the material in more general, concrete, easy-to-understand and highly-illustrated form). It is no wonder that the typical Regional College graduate who is admitted to university ends up spending money he can ill afford on 'cans' (Hebrew translations of course bibliographic materials) or drops out (often in spite of having used 'cans') of university totally discouraged and frustrated. The only conclusion for us is that, given the student's future academic scenario, it is our obligation and our mandate to give him the richest possible basis in academic reading comprehension so that his proficiency level upon applying for university is realistically close enough to the *ptor* level to close that gap within one year of study of English at the university. To do less is doing no one a favor, and is, in the final analysis, a disservice to the student. Therefore, those students whose entry level to the Regional College is too low to realistically achieve a proper academic 4-point level by the end of a one-year course, should be given a longer course. The exam should not be modified downward to meet a lower level of achievement.

4-Point Bagrut Examination — format & content

The high school bagrut examination recognizes that high school graduates opt for a variety of post-secondary educational and career opportunities, university education being only one. It is, therefore, designed to reflect a *general* level of proficiency in the English language, including communicative competence in both oral and writing skills.

The pre-academic bagrut exam, on the other hand, is a final test of proficiency for students intending to go on to academic study at a university and in this capacity should reflect a *specific* level of proficiency in the language skills required — namely

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reading comprehension of expository prose and, to a minor extent, listening comprehension of academic lectures.

The examinees should therefore be tested on their understanding of academic text and lecture material. The proposed examination format is as follows:

A. Listening Comprehension (10%)

A 3-4 minute lecture on a subject which is academic yet at the same time general enough for anyone without specialized knowledge to understand. The recommended number of questions is five, but there can be one or two more if the contents of the lecture lend themselves to more questions. Neither the questions nor the required answers should be lengthy — the examinee is to concentrate on listening, not reading and writing. The questions can be straight comprehension questions, focusing on the main points, the writer's point of view and/or the conclusion of the lecture OR can take the form of a task-based reformulation activity such as filling in a chart or diagram based on the information in the lecture. Whatever the format, insignificant details should not be tested.

The lecture should be delivered twice, once before the examinees see the questions and once after they have turned over the question paper and had 2-3 minutes to look at the questions. Examinees should be allowed to take notes (in any language) while listening to the lecture, if they so wish. At the end of the second reading of the lecture, examinees should be given another two minutes to complete and check their answers. The total time for this section of the examination should be fifteen minutes.

B. Reading Comprehension (80-90%)

1. *Texts.* This section of the exam should consist of two expository texts, as in the listening comprehension section, academic yet general enough to be understood without specialized knowledge. Firstly, the texts should be complementary in subject matter, i.e., if one is on a scientific subject then the other should be in a field of social sciences or humanities. The texts should also be complementary in rhetorical development, i.e., if one is a description of a research study, with experimental developmental structure — hypothesis, background, method, observations, results, conclusions — then the other should exhibit a different rhetorical structure, such as comparison and contrast, classification, arguments and responses. The length of the texts shold be from 450-600 words each (45-60 lines). If one is one the short side, the other should be longer. Texts should have an appropriate title and the author, source and date should be included, if relevant to the understanding of the text (subjectivity, timeliness, point of view). Paragraphs should be numbered (or lettered) and every fifth line of text should be numbered for easy reference.
2. *Questions.* The key words here are *variety* and *significance*. Let's take them one at a time. First of all, when we speak of variety, we refer to both format and content.

Variety of format simply means using different forms of questions, depending on the type of answer you wish to elicit. Multiple-choice questions are appropriate in cases where it would be difficult for the examinee to formulate the answer himself or herself, in an open-ended question. However, it requires skill and effort to design a *good* multiple-choice question, that is one that has both a clearly correct answer plus plausible distractors that cannot be answered without reference to the text and that is based on comprehension and not on manipulation of grammar, syntax or arithmetical calculations! Sentence-completion questions are appropriate, for example, when the examinee must understand the function and meaning of a connecting word or phrase in order to understand the relationship between two sentences in the text (cause/effect, contrast). Understanding of the semantic notion in the relationship can be tested by beginning the question with a paraphrase of the second element in the relationship and leaving the first element for the examinee to complete. So, to give an obvious example, if the text reads: "The NHA Report shows that in 93% of the cases studied, lung cancer was a direct result of long-term smoking." The question can ask: Complete the following sentence according to the information in paragraph ______:

"According to the NHA Report, smoking continuously for many years ________

Other question types which are useful are: short-answer questions (one-five words); true/false or yes/no questions, accompanied by a second part which says something like "Support your answer by quoting from the text; listing questions (e.g. "List three methods of food preservation described in the text."); reformulation of information questions (e.g. flow charts, tables, tree diagrams, labelling of a figure). The important point is not to get stuck on one format — choose the format to suit the question and the intended answer.

Variety of content refers to the testing of different reading strategies and skills and comprehension of context. An exam on which seven out of fourteen questions are reference questions is not a fair test of either reading comprehension or ability to apply comprehension strategies. If the text itself does not offer a good variety of points to test, it should not be used as a test. For a 45-60 line text, there should be from twelve to fifteen questions, covering items such as: global understanding of the text, main ideas(s), relationship of other sentences to main idea (examples, reinforcement, support (agreement), disagreement, elaboration, restatement, proof) fact vs. opinion, degree of certainty, writer's attitude, vocabulary (meaning in context), reference, connectors, active/passive voice, sequence of events, order of importance, prediction and whatever else the text itself suggests as being important for the comprehension of that particular text.

With regard to significance, the test writer must be conscious of the importance of the item being tested in relation to understanding of the text. Often, we fall into the trap of asking questions which shed no light on the examinees' true comprehension, but rather are answerable either without reference to the text at all or by simply locating the item in the text and copying the words around it. Another pattern we often follow is that of systematically working our way through the text, making sure that there is an equal number of questions on each paragraph even if it means resorting to nitpicking details of minor significance. To put it prosaically, we sometimes lose sight of the forest for the trees.

3. *Miscellaneous*

a. *Language of answers*: i) it is acceptable to require the examinees to answer the questions of both texts in English (you can specifically direct examinees to answer particular questions in Hebrew).

ii) It is also acceptable to have the examinees answer the questions of one text in Engish and of the other text in Hebrew. When choosing system ii) avoid vocabulary translation questions which can be answered by referring to the bilingual dictionary.

b. *Point value of questions*: It is a good idea to assign point values to questions commensurate with the amount of text processing required to answer them and with the degree of difficulty of the text. If you prefer to give equal point value to each question, then group similar discrete point questions together, i.e. two or three reference questions or two or three vocabulary questions to be worth a total value of one inference question.

c. *Pre-checking your test:*

i. Analyze your questions to confirm that you have a good variety and have tested all the content, strategies and reading skills you set out to test.

ii. Give the questions only (without the text) to a colleague. S/he will quickly discover any questions which can be answered without reference to the text.

iii. Ask several colleagues to 'take the test' and return it to you with their answers and comments. They should rate the questions as easy, difficult, not clear, open to several alternate answers, etc. Revise. Your test is now ready to pilot.

iv. Piloting: Ideally, potential tests should be piloted one text at a time on a population of students outside of your institution. This must be done, however, under strict control and absolute confidentiality. The class teacher presents the test as a 'practice unseen' and makes sure to collect every paper. The papers are not returned to the piloting class. You then conduct item analysis on the results and make any further revisions necessary. The piloting teacher's comments on difficulties or points of confusion during the administration of the test can also be very helpful. (If circumstances do not permit, step iv may be omitted).

v. Your exam is now ready to be approved by the Ministry of Education.

d. *Format:* Be sure the format of your instructions and questions is clear and consistent. Give line numbers when quoting from the text and paragraph numbers when referring to a particular section of the text. Make sure that the appropriate amount of space is left for each answer.

C. **Written Expression — OPTIONAL (10%)**
Some pre-academic centers like to teach writing and to include a small written expression component on their exam in the belief that practice in writing enhances the reading skill and because a short paragraph answering a global question on one of the reading comprehension texts can reveal whether or not the examinee has, in fact, understood the text. If you choose to include this component on your test, you must offer a choice of topics (one or two on each text) from which the examinee picks one. The paragraph should be about eight lines long. The topics offered should be rich enough to enable the examinee to discuss or mention three or four points of content. The paragraph is marked on a basis of six-seven points for content and three-four points for form (syntax, cohesion, grammar). Of course, this component must not be included on your exam, if you have not provided for the teaching of composition during the course.

The Test Bank
If, after reading all the above, it is clear that the human and material resources of your college do not permit the necessary time and effort to prepare your own bagrut exam, you may avail yourselves of the services of the Pre-Academic Center English Test Bank. This bank, which is currently being set up, will consist of texts and questions which have been prepared, piloted and revised over the last few years by the various university pre-academic centers.

THE EFFECT OF TEXT AND QUESTION-TYPE ON ACHIEVEMENT IN EFL LISTENING COMPREHENSION

by *Ofra Inbar*, Beit Berl College

Background
Listening comprehension tests are usually composed of two elements: passages which serve as listening stimuli, and test items used to evaluate listening comprehension performance. The spoken utterances chosen as listening stimuli may be either orality (oracy)- or literacy-oriented, depending on whether they embody features which typify spoken or written language. Passages which are informal, unplanned and thus unedited, will manifest simple sentence structure, redundancies and other features

inherent in spoken language. On the other hand, pre-planned scripted texts used as oral stimuli will contain elements typical of written forms of the language, such as density of propositions and complex grammatical structure (Chafe, 1982, 1985).

Thus, passages chosen for listening comprehension tests may be viewed as ranging along an oral/literate continuum of text types, whereby an intimate conversation is placed on the oral end, while a formal speech is located at the literate end of the continuum (Tannen, 1982). There is no available information as to the effect of the choice of text type on listening comprehension performance in EFL, and whether the degree of oral features a text contains, i.e., text orality, hinders or facilitates comprehension.

Understanding of the listening stimuli is evaluated via test items or questions. Since according to schema theory listeners employ both global and local strategies to process texts (van Dijk and Kintsch, 1983), the questions used may relate to either global or local cues. Global questions refer to objectives such as inferring, drawing conclusions and synthesizing information, while local items relate to goals on a local level such as locating ideas, or paraphrasing and understanding words which have contextual support. It is not known whether the use of either question type constitutes greater difficulty for the EFL learner, and so to what degree this might affect listening comprehension performance.

Research Design

In order to investigate the effect of these two variables (namely the degree of orality a text contains and the type of question used) on listening comprehension performance, tests were administered to 150 EFL learners in their last year of high school. The listening stimuli in the tests consisted of six passages divided into two groups according to topics, three passages per topic. The two topics were: "the common cold" and "drugs". Each topic was written in the form of three different text types which can be viewed as ranging along the oral/literate continuum, for they vary in the oral or literate features they contain. The text types chosen were a news broadcast, a lecturette and a consultative dialogue, the news broadcast constituting the most literate version and the consultative dialogue the most oral one, with the lecturette ranging in between. All versions pertaining to the same topic included identical factual information but differed in the particular discoursal features typical of each text type.

The listening comprehension tasks were composed of open-ended questions, eight per topic, which were classified as referring to either "global" or "local" cues in the text. A third category was created for the questions which related to trivial insignificant facts, such as numerical details and names, and was termed "trivial". The testees listened to two passages, each on a different topic and in a different version or text type, and then answered the questions. The same questions were answered by all the examinees regardless of the text type they had listened to, to enable comparison of achievements.

Results

Results showed that listening comprehension is significantly affected by the text type used as listening stimuli, and that the degree of oral features a text contains affects listening comprehension performance, whereby the choice of more orally-oriented text types (i.e. the dialogue and lecturette) yields higher scores than the choice of literate text types (i.e., the news broadcast). Findings regarding the effect of question type showed that performance related to local cues yielded significantly higher results than performance related to global elements in the text. This was manifested across topics, across versions and across levels of EFL learners. Performance on trivial questions was found to be unsystematic.

Implications

These findings have important implications for EFL teaching and testing. Since text types used as listening stimuli present various degrees of difficulty for the learner, teachers, testers and material designers could formulate their objectives and ultimate actions accordingly, relating text difficulty to the learner's proficiency level. Oral text types such as dialogues can be introduced and tested at an early stage, while more literate listening stimuli are to be presented gradually, moving along the oral/literate continuum towards its literate end. Students can be made aware of the discrepancy between spoken and written forms of the language, and the appropriacy of different genres for specific purposes.

The grading principle of matching text type with learners' level of proficiency should be strictly adhered to in the domain of evaluating EFL listening comprehension abilities. Testing objectives should be representative of the instructional procedure, thereby ensuring test validity. Thus, when high levels of performance are required, (e.g. pre-academic level), testees will be assessed on the basis of a versatile sample of test types, which would encompass the full range of genres along the oral/literate continuum. It is suggested that the listening stimuli within the assessment tool are graded, starting with the more orally-oriented text types and leading to the texts which contain a greater degree of literate features.

The implications for test constructors apply to classroom tests as well as to external tests, such as the Israeli Bagrut EFL exam. The listening section in this particular external test, unlike its other sections, is identical for students of different levels. It is suggested that, in view of the above-cited findings, passages be graded in accordance with testees' level of proficiency, as is done for example in the listening comprehension section of the Royal Society of Arts Examination. Thus the listening stimuli of the four point Bagrut would be more orally-oriented that that of the five point exam.

It may also be pointed out that if the listening stimulus for a specific year is in the

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form of a journalistic report, while that of another year consists of a dialogue, these two tests are not comparable in their degree of difficulty. Therefore, decisions based on the results of these tests will have to take into consideration the difference in the relative difficulty each text type may constitute.

The findings regarding the effect of question type on listening comprehension achievements show that EFL learners find local type questions easier to cope with than questions which relate to overall ideas in the text. Since it is felt that learners, like native speakers, should activate global as well as local strategies for text processing, tasks given on listening comprehension activities could be designed so as to elicit the main theme of the passage, to infer and generalize, and later relate to specific bits of local data, and utilize them to verify the predictions regarding overall ideas made before.

Evaluators of listening comprehension abilities can include local as well as global item types in their tests. It is suggested that, since global tasks are harder for EFL learners to cope with, extra points will be allotted to testees who perform well on global questions. Certain listening tasks, however, demand comprehension of relevant details (e.g. announcements), and it should not be conceived that usage of global items only would suffice for the purpose of evaluating listening comprehension skills.

The trivial questions which relate to precise recall of names or numerical data were seen to constitute an unstable element in the test, and served no meaningful purpose as tools for assessing listening comprehension abilities. Thus it is felt that this item type should be avoided and not used for testing purposes.

Altogether, it is recommended that the student/testee be presented with a variety of listening stimuli and a variety of tasks, which will provide a valid reflection of his proficiency in the listening comprehension skill.

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USING GROUP DISCUSSION TO TEST THE READING PROGRAMME IN THE ORAL BAGRUT — AN EXPERIMENT IN JERUSALEM

by *Yitzhak Ernest*, English Inspectorate

At a meeting early this year of English Department Heads in Jerusalem schools, the idea was broached of combining the test on the Reading Programme with the Group Discussion of the Oral Bagrut Examination — that element which as yet we had not found a way of including in the exam, for technical reasons. Of the 40 high schools in the District, 10 expressed a willingness to discuss the possibility with their students with a view to making this Group Discussion on the Reading Programme an alternative option to either the Role play or the Monologue in the forthcoming Oral Bagrut exam. At a subsequent meeting a month later, the representatives of these schools reported an interest and willingness among a large number of their teachers and pupils to take up this option and with the blessing of the Inspectorate it was decided to go ahead and try out the idea on an experimental basis. Possible difficulties and questions were raised and a set of guidelines was agreed upon so that the experiment would be carried out in as uniform a manner as possible.

Guidelines

a) Only 5 point examinees should be offered this option.

b) Only if the teacher and at least half the class are interested in participating should the class take up the option.

c) Only those pupils who agree to be so tested should do so — no pupil who feels unhappy about the option should have to do it either because of teacher or peer pressure.

d) Station One for these pupils should consist of an individual Interview + Monologue *or* Role-Play (10 minutes, 20 points). The class teacher is to decide which of these alternatives.

e) Station Two for these pupils should be the Group Discussion on Reading Texts (4 pupils, 20 minutes, 20 points — 10 for content, 5 for accuracy, 5 for fluency).

f) Groups of 4 pupils should be set up by the class teacher well before the exam so that these groups would have the possibility of practicing discussing the reading texts on which they would be examined.

g) The exam should be an open-book exam — the pupils being allowed to refer to their texts, should they so wish, during the exam — but questions should not necessarily assume use of texts.

h) The class teacher, in addition to supplying the examiner with the list of texts studied, should also give the literary orientation and themes stressed in each text.

i) The examiner should prepare at least 3 questions on a separate card for each text to be examined and have 2 additional questions ready to supplement if the discussion flags. Several variant cards of different questions should be prepared for each text so that the various groups do not have to relate to the same set of questions. Questions should be level 3, 4, or 5 questions requiring the discussion to be at the inference level, relating to the historical, social or psychological context of the story or even the literary competence level.

j) The group should be given a choice from two cards — each one on a different text — allowed up to two minutes to decide on their strategy for tackling the questions so that each member has a chance to relate to one question or part of a question as well as to react, of course, to whatever the others have said. The discussion then takes place — the examiner intervening only if he sees the discussion is being dominated by one or more members of the group to the exclusion of the others or if there is a necessity to keep the discussion going by adding an additional or alternative questions.

k) The examiner should prepare in advance a mark sheet on which each pupil is to be graded three times:
  i) content — up to 10 points (2 points for each level question related to satisfactorily),
  ii) accuracy — up to 5 points (according to accepted rating scale),
  iii) fluency — up to 5 points (according to accepted rating scale).

Under no circumstances should one global mark out of 20 be given to any pupil or one common mark be given to all members of the group, unless of course each member has achieved this mark individually and independently.

The Implementation

At the time of writing this article, 5 of the 10 schools participating in the experiment have already carried out the group discussion exam and despite initial running-in problems, the reactions and feed-back of both pupils, teachers and testers are overwhelmingly (though not unanimously) positive.

All pupils took the exam very seriously and enthusiastically — in many cases the examiner was forced to curtail the discussion in order not to exceed the 20 minute time allotment. In most cases no member of the group 'hogged' the discussion; on the contrary, most pupils made sure that all the others were given the chance to have their say. Pupils felt more at ease in taking the exam as a group rather than having to face the examiner alone. Few pupils actually referred to their texts during the exam but the fact that they could have doubtless added to their self-confidence.

Teachers reported that they were more nervous than their pupils, since they had had such a short time to prepare their students for this form of exam. However, all reported that in their opinions their pupils coped very well — their performance far exceeding expectations. Several teachers went so far as to say that they thought that the reading programme should only be tested in this way in the future.

In spite of the directive in the guidelines that examiners should not intervene, some examiners found it difficult not to so do, feeling that they had to help the pupils to get the answers they had expected. Consequently, they also found it difficult to have to assess 4 pupils, according 3 marking scales, while they were leading a discussion However, they soon adapted to the situation and withdrew from the role of catalyst or mediator (or teacher) leaving the students facing and talking to one another rather than to the examiner. Of paramount importance, of course, was the level and type of question asked. The best discussions resulted from the open-ended or controversial question to which there was no one correct answer. Examiners were pleasantly surprised at the polite and civilized exchange of ideas of the participants, even of those whose mark for accuracy was often a bare pass. In certain cases there was a difference of opinion between examiner and teacher as to whether a particular question was of level 4 or 5 and therefore whether the mark for literary content (competence) should be 8 or 10. A compromise mark of 9 was agreed upon. Generally, though not in every case, there was a high correlation in the marks for fluency and accuracy in this station with those of the pupil in station one (Interview + Monologue/Role Play).

As one who was open-minded but doubtful about the possibility of combining the group discussion and the reading programme in a test situation, I should like to put on record that after having observed 4 different examiners in 2 different schools and after having received feedback from teachers and testers of 3 additional schools, I feel that the choice of the reading programme as the content matter of the group discussion, far from inhibiting spontaneity and interaction between pupils, actually allows our pupils to express themselves on subjects that have arisen naturally from their course of study in English and consequently encourages them to talk about what they know and know about what they are talking. The same could perhaps not be said were our pupils expected to discuss many of the topics or issues originally suggested for the group discussion. I personally have come to the conclusion that the group discussion station as implemented in this experiment should definitely be offered as an examination option in the future — certainly to 5 point students but possibly also to 4 point examinees. It would however only be fair to suspend judgement until we have received further feedback from the other five schools that took part in the experiment.

(Editor's Note: see also "Letters to the Editor")

THE ORAL BAGRUT:
TESTING THE INTERVIEW AND THE MONOLOGUE

by *Carol Goldfus*, University High School and
Pnina Rosenbluth, Mae Boyer Secondary School

Station One does not test prescribed knowledge per se but rather the examinee's proficiency — fluency, accuracy, appropriacy. In the interview, the examiner tries to create a situation where certain topics are discussed. Before the new format was introduced, when the whole examination consisted of the interview only, evaluation was made holistically, without clearly-defined criteria. Today, however, the parameters have been defined. It seems that with the experience acquired over the past two years, it is now possible to review and reassess the grading system and apply a more detailed gridding within the fluency and accuracy components. The assessment up to grades 7 and 8 is concerned with how far the pupil has been violating, consistently, the criteria of discourse — hence, strictly speaking, a penalizing stand. The higher grades, 9 and 10, and only be allotted to those students who, in addition to correct usage, also reveal a rich command of lexis and structure — hence an awarding stand.

Stimulating and challenging questions will elicit interesting and rich responses, the assumptions being that questions have been carefully graded. The following will illustrate the method. We suggest a modular 'ladder' as follows, onto which almost any topic can be applied.

Topic		
Question 1 General factual information		when? why? where? which? how many? who?
Question 2 Comparison	In what ways is it similar/different?	
Question 3 Definition	1. What characterizes ______________? (What makes up, determines, defines, makes it unique?) 2. What is?	
Question 4 Generalization	1. *PRESENT* (attitudes) How do people view this issue today?	

2. *PAST* **(attitudes)**
In what way is the attitude of your generation different from that of the previous generation?

3. *FUTURE* **(attitudes)**
What change in attitude might be anticipated in the future?

The following shows how this 'ladder' can be used in the preparation of questions. We have taken hackneyed everyday subjects, certainly immediate to the examinee's environment, to show how these topics can be given a new, more challenging dimension. A very important and invaluable 'by-product' of this model is its help in overcoming examiner fatigue. We have found that, when coming to the examination well-equipped with a list of 10-12 topics built up in a carefully graded structure, with the rising stages detailed and specific, our stamina was well-retained and the examinees toward the end of the list did not end up with the well-known 7's.

Topic 1:	**The Neighbourhood**
Question 1:	Where do you live?
Question 2:	Have you always lived in this neighborhood? Do you know someone who lives in another part of the city? Can you compare these two places? How are they different?
Question 3:	What are the facts that define a neighbourhood (social, economic, geographical) etc.?
Question 4:	Some neighborhoods (like XYZ) used to be prime residential areas, say twenty years ago. Let's look at them today. How has the change come about (economic, social, commercial factors)? Can you imagine how the neighbourhood will look in another twenty years?
Topic 2	**School**
Question 1:	How long have you been at this school?
Question 2:	You must have friends at other schools. How does your school compare to other schools?
Question 3:	Can you define 'education'? Who is an educator? What are you taking away with you from your education at school?
Question 4:	What changes (improvements, innovations) would you like introduced by the time your children go to school? How do you see the 'ideal school' for your child?

Topic 3	**Sports**
Question 1:	Which sport are you interested in? Why is it interesting?
Question 2:	In what way is this sport different from ... (e.g. In what way is football different from basketball?)
Question 3:	What characteristics, besides being very good at this sport, are required in a good sportsman?
Question 4:	What are the Olympic Games? The original purpose of the Olympic Games was to 'lay down your weapons, come and play'. Is this aim of peace being achieved?

Topic 4	**The Family**
Question 1:	To whom do you feel especially close? Your parents or your brothers and sisters? Why?
Question 2:	Would you like to be an only child? Why or why not? Do you think children are better off in large families or in smaller families?
Question 3:	How would you define a family? In many families a family tree has been worked out. Have you ever thought about your own family tree? Tell me about it. Let's see how many generations you know about. Why are people interested in their family tree?
Question 4:	Is the family as a unit still as important in today's society as it used to be? Explain yourself. Give alternatives to the family unit as we know it.

We may have pupils who will not be able to rise beyond question number 2. This is the minimum level of cognition expected for a linguistic activity of this nature. Those pupils will, in fact, not score more than 6. Teachers often argue that 'even in Hebrew the pupil is unable to handle such questions.' However, as examiners, we are measuring the speech that has actually been produced. Incidentally, a pupil of this level would probably not score more than a 6 on a test of similar demands in his mother tongue. Failing to produce language at level 3 accuracy and fluency, the pupil will actually fail. Though this is stated in the scale of marks, in practice examiners are reluctant to do so, hence the rarity of actual failures — the 4's and 5's.

Hopefully, this way of examining will have a direct effect on teaching and training of the pupils in the oral skills. We feel that this process of careful grading of demands, implemented in the classroom, can indeed lead to more precise production of speech.

The Monologue

Most schools present the examiner with a list of topics for the monologue. In order to prevent the deterioration into a conned speech, recited almost verbatim, the examiner could also supply the sub-topics, thus setting the framework and guiding the

contents of the speech. The element of spontaneity will not be lost wheras the pupil will still be able to cash in on the vocabulary acquired while dealing with the issue in the class and the reliability of the examination will not be forfeited.

We would like to refer you to our article published in ENGLISH TEACHERS' JOURNAL No. 35, where we suggested a technique for testing the monologue. The following diagrams will illustrate how these techniques can be applied in a practical way.

The main model is as follows:

Field

Topic

Sub-Topics

a.
b.
c.

The following examples illustrate how any topic, of any field, can be applied to the above model:

Monologue 1

Field : 'Everyday'

Topics: shopping centres, high-risers, malls, 'bazaars', credit cards

Sub-Topics:
a. function
b. opposition (of whom, why)
c. really necessary?

Monologue 2

Field: Social issues.

Topic:
generation gap
juvenile delinquency
mass advertizing
alcoholism
child abuse

Sub-Topics:
a. definition
b. discussion
c. conclusion/solution

Monologue 3

Field: Report-Event

Topic: match, demonstration, accident, lost and found, party, wedding, trip

Sub-Topics:
- a. when? where? who?
- b. different/unique in what way?
- c. involvement/reaction?

A slight variation might be the presentation of a provocative statement which would trigger off a good flow of speech, e.g.,

Monologue 4

Field: MYSELF AND: my family, school, society

Topic: Generation gap

Provocative Statement:
The gap between grandchildren and their grandparents is smaller than that between children and their own parents.

Sub-Topics:
- a. Your relationship with your grandparents
- b. Your relationship with your own parents
- c. Is there anything the *three* generations have in common?

Monologue 5

Field: Controversial Issues

Topic: Friday night in Jerusalem

Provocative Statement: "Too few, too slow." (places of entertainment beginning to open up on Friday nights.) *Kol Ha'ir*, February 19th

Sub-Topics:
- a. Define the issue.
- b. Present the two *opposing* stands*
- c. Take a stand.

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* Incidentally stimulating awareness of 'the other side' — tolerance, pluralism

We have been using these models both in teaching and in testing. They have invariably rendered richer, more coherent production in speech (as well as in writing). When practicing in class, or when training teachers, it is very helpful to use

transparencies. The 'skeleton' model is placed first on the Overhead Projector and the topics, in different colors, subsequently placed over the model, one after the other.

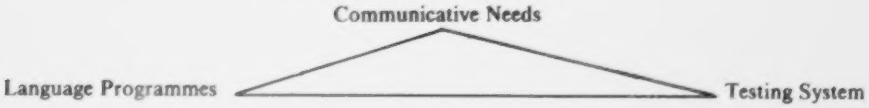
(Editor's Note: with reference to the author's use of "round numbers" in giving marks in the article ablve, it should always be born in mind that there are five levels of Accuracy (marks 0-5) and five of Fluency (marks 0-5) in each activity — Interview and Monologue (sustained speech) in the Oral Bagrut).

FROM COMMUNICATIVE LANGUAGE TEACHING TO COMMUNICATIVE LANGUAGE TESTING

by *Dr. Thea Reves*, English Inspectorate

The interrelationship between language teaching and language testing is almost a truism today. The fact that classroom tests offer both the teacher and the learner an assessment of what has been achieved or what can be expected, and are thereby an organic element of the process of instruction, does not need any further advocacy. It is also a generally accepted proposition that tests should not only reflect the content of the language course, but also the way in which this content has been taught and learned. Accordingly, the basic principles of F.L.T. which on the one hand reflect the school of linguistics which underlies the course and on the other determines the method of teaching which will be adopted, are equally significant for both language teaching and language testing.

Carrol and Hall's (1985) "Curriculum Triangle" is an enlightening model of the interaction between language teaching and language testing.



It is the communicative needs that control and determine both the teaching and testing of language in the FLT programmes. In their theoretical analysis of the communicative approach, Canale and Swain (1980) make a very clear distinction between grammar-based and communication-based approaches to language teaching. The first one emphasizes the knowledge of the forms of grammar as the main objective of language teaching, while the second one considers the ability to communicate a meaningful message as its principal aim.

The communicative approach does not, however, deny the importance of grammar teaching or the acquisition of vocabulary, but it emphasizes the way in which grammatical forms are *used* to serve communication appropriately. Since our declared primary aim of language teaching today is to develop an ability to use language, to communicate in various oral and written modes of the foreign language, it seems to be obvious in light of the unquestioned relationship between teaching and testing, that like FL teaching, FL testing should also be communicative.

The essence of communication is meaningful interaction between participants, be it in the context of speaking, listening, reading or writing. Teaching this involves authentic situations in which the learners are presented with and practice various language functions which they may need in real life later on. It means initiating and encouraging the use of the language by meaningfully activating the learners' oral and written skills. It also means making learners aware of the sociolinguistic contexts in which the communicative events take place: appropriateness is one of the basic components of communicative competence, which is the ultimate objective of FLT. Communicative teaching also involves attitudinal factors, so that the learner should be able to meet the challenge of fluent and accurate communication in the FL. It considers as no less important the development of learners' communication strategies in oral and written interactions, i.e facility in preventing a breakdown in the flow of communication by bridging the gaps caused by elements missing from the learner's repertoire.

How to Transfer from Teaching to Testing

The question that obviously arises is how to transfer the principles and practice of communicative language teaching to language testing, in order to obtain a valid and reliable assessment of the learners' language performance.

Canale and Swain (1980) claim that communicative language tests should not aim at evaluating what learners know about the langauge, but to what extent they can demonstrate their knowledge in a meaningful communicative situation. Morrow (1981) suggests the use of integrative tests built upon communicative tasks in which the learner is expected to understand and produce actual authentic communication in the oral or written mode. In practice, this means that language tests, whether written or oral, should be composed of authentic, real-life interactions in which the test-taker is called upon to use the language, to understand or convey the message appropriately and effectively.

The actual questions that have to guide the examiners are all related to the real needs the test-takers will be confronted with in their future life. The test assignment, just like the teaching objectives it is meant to reflect, should be built on the simulation of real-life situations: What will the test-takers listen to? Who will they speak to, about what topic, when and where? What kind of reading will they have to cope with? Literary, academic, professional? Why will they write, to whom and in what context?

The essential task of classroom testing is to provide information about the various aspects of the learner's language development, achievement and proficiency. Classroom tests evaluate the results of learners' and teachers' work. They are meant to be samples of the language that has been set up as the objective for teaching. Thus, evaluation means "assessing the value" of learning and teaching. The constructive aspect of communicative testing is that the test-takers' work is not graded according to what they could not achieve but according to what they accomplished. Also, it is not the tiny, isolated items which are the focus, rewarding them with arbitrarily-assigned points; communicative testing evaluates the integrative whole. To what extent did the test-takers succeed in conveying the message? Is the message clear and to the point? Did they use the register, tone and style which best suit the situation and the relationship of the partners? How well did they understand the gist of the message they listened to? Could they infer the ideas of the text they have read? Could they draw the right conclusions? In short, has the communicative event been successfully accomplished?

Communicative testing also helps the teachers to evaluate their own work and draw conclusions related to the next phase of the process of teaching. Is there need for another revision or reinforcement or are the learners ready for further steps to be taken, for a new unit to be embarked upon? Which are the strong points and which are the weak ones in the learners' proficiency?

If communicative language testing is considered from these points of view, it will — instead of being a new burden with the imposition of another novelty in language teaching — offer an efficient instrument which provides support and gratification to both the teacher and the learner in the process of Foreign Language Teaching and Foreign Language Learning.

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ARTICLES ON TEACHING NATIVE SPEAKERS

NATIVE ENGLISH SPEAKERS: THE MAKINGS OF EXCELLENCE OR ITS UNDOING?

by *Rachel Bar Yosef*, Merkaz Shapira

Hamlet admirers consider life and its meaning fitting subjects for soliloquy. Those of us English teachers who are also parents know otherwise. We agonize over whether we want our child to be in a Native English Speakers class or not, and who could be in a better position than we to appreciate how truly mixed a blessing the coveted *hakbatza* is? That which should be a prize for the linguistic (if not intellectual) elite clearly ain't what it's cracked up to be.

Kibbutz galuyot, unique to Israel and our crowning glory, entails terrible strategic problems for the N.E.S. teacher, who must make some sort of sense out of the bewildering heterogeneity. Arriving at the ninth grade N.E.S. class in my Yeshiva are: David, who arrived in Israel last Thursday from the States, an all-A student in a high school with a superb academic reputation, where English was his best subject; Bentzy, a Sabra, with parents from England and Scotland, both professors, who speak English with him and Hebrew with his younger brothers; Danny, who was in Uruguay with his parents on *shlichut* during ages 10-12 and attended the American school for diplomats' children there; Pinny, from India and s-m-a-r-t; Ephraim from Georgia (and I don't mean Savannah) and s-m-a-r-t; and Gaddi and Chanoch, Sabras, really with nothing in particular to make them N.E.S.'s except the fact that they're lovely, quiet boys, at the top of *kvutza aleph*, which is bursting at the seams with 38 14-year-olds. And others of that ilk. It should be noted that Bentzy, Danny, Ephraim, Gadi and Chanoch have a more or less satisfactory grasp of the Passive Voice, but were all absent when the class learned about s-inflected verbs in the 3rd person singular.

The dilemma of teaching a heterogenous class in a Native English Speakers context is this: the Davids of the class deserve the best. They are our future leaders in the sciences, the military, industry, politics; they're what N.E.S. is all about. But wait: where is our Zionism? The Davids will do fine on the Bagrut even if they take a three or four year vacation from English class; Danny, Gadi and Chanoch, on the other hand, need the best we can give them. They speak more or less fluently, but that does not mean they know how to write a composition, and their mistakes stand our hair on end. Concentrating our efforts on them could make the difference between a score of 7 and 8 or 6 and 7 on their Bagrut, the cost of which is that David feels cheated and embittered, and that nice boy turns into a monster. As for some golden mean: there is no such thing.

All my experience has taught me that there must be some special time set aside for both halves of the class as a formal part of their English program. This is not the best of all possible worlds, however, and if the most my school can budget for N.E.S. is two or three hours a week, how can I divide that up? I can't very well. I have expended a tremendous amount of energy in conference with kids, one at a time, evaluating their work and recommending areas they need to work on. But the truth is that the advanced students were neglected. There was just so much time I had at my disposal. I think it's imperative that the class schedule for N.E.S. be four or five hours a week. Only in that way do we stand a chance of reaching everyone, of offering a program rich enough to satisfy everyone's needs.

How badly off might a "weak" N.E.S. student be? The worst disaster that can befall any (and has befallen many) of these boys is to have missed out on the ABC's. Chaim is a classic case. His years on *shlichut* were his Grades 4 and 5, during which he picked up English aurally. His classmates in the States, of course, had learned their ABC's already in the first and second grades. Upon his return to Israel, naturally his English was so good that while the other children were learning to read and write, his English teacher, not wanting to bore him, sent him into the schoolyard to play (that teacher should be hung by his/her thumbs); or else he sat in class, was bored, and tuned everything out. The orthographic results of which: "Wene my fathar fenist the erforce he dident have eny tecnuelge naleg. Hi was werid aduot the fuecher. Hi dicieded too lern French and Spinach."

This is what I, teaching 9th, 10th and 11th Grade N.E.S. classes, inherit. It is also, I blush to admit, what like a hot potato I have been passing along to the next English teacher down the line; at least such as been the case until recently, when I started feeling that what I had been doing for eight years had been largely guesswork, and that the time had come for diagnosis and, in general, some systematic curriculum design.

Before doing anything else, there were two misconceptions I had to rid myself of, and I hope this doesn't sound too ingenuous. For one thing, an "N.E.S." is not by definition "gifted". Check your prejudices carefully and you'll see that I'm right: not everyone with "Anglo-Saxon" roots is brilliant. My first encounter with an N.E.S. who except for English was in *kvutzot gimmel* in all his other subjects staggered me.

The second revolution in my thinking came when I realized I am too polite. That combined with my nurturing English teacher's reluctance to interrupt and correct a student, lest self-confidence and fluency suffer. I used to find myself supplying students with an elusive word either out loud or inside my brain, agreeing, encouraging, until the day I came across a boy so fluent, and so incoherent, I could only say "Huh? What'd he say?" And with that, a spell was broken and a tremendous burden of comprehension was lifted from me and returned to the shoulder it belonged on: it is the writer or speaker who must take the pains to make himself understood and convincing.

The foregoing are both part of the N.E.S. mystique which I think is our biggest enemy. Many teachers envy me by "cushy" job, but if it is cushy, it is only because chances are most N.E.S.'s will pass the Bagrut, and we feel much less pressure than a class of Sabras and their teacher do. To find intellectual challenge and a study ethic, one should look in a *kvutza aleph* class, and not necessarily in *dovrei anglit.*

Naturally, each N.E.S. student, the whole spectrum from David through Danny to Gadi and Chanoch , needs and deserves to be give the best mastery of English skills of which he is capable. To this end, careful diagnosis is necessary, followed by individualized remedial work and follow-up, especially in composition. A word of warning: remedial work, which tends to be repetitive and boring, is only for students who are intelligent and highly motivated. For someone who is not, it is much better to concentrate our attention on those areas that show more promise: oral fluency, reading speed and comprehension, vocabulary building, penmanship, dictionary skills.

I compiled a diagnostic test loaded with traps for anyone whose English is adulterated by Hebrew. The student must translate into English items like האשמתי אותו ברצח and אסור לו ללכת. The test is based on E.A. Levenston's *English for Israelis.* I bought myself a loose-leaf notebook, tabulated each boy's weaknesses, and constantly revised each student's personalized list with each new composition he handed in. The notebook was always open in front of me in class, so that I could jot down and call a student's attention to the kinds of oral anomalies that foster that terrible feeling of "Huh, what'd he say?" such as "He is need", or "They didn't took..." There were those in class whose Hebrew was inadequate for the translations from Hebrew into English that the test called for, and others who may have performed more poorly on test items that are deliberate pitfalls than they would in a free writing or speaking situation. But the input into my loose-leaf notebook from oral work and compositions corrected any distortions the test results may have suggested.

Grading the tests and tabulating the results were terribly time-consuming and tedious, and I wouldn't recommend anyone's duplicating the work. The following profile of the kinds of weaknesses that occur in N.E.S. classes will hopefully focus attention on where work might most profitably be done. Some language areas are best left for excellent students only (those I call "strong"). There are some that all students almost without exception need help with: for example, regarding prepositions, weak students need a lot of work on "at-in-on", average students need "during" and strong "throughout". As for our weak students, G-d help us: it is their mistakes, so basic, insidious, and shocking, that make them weak, even worse than *kvutza bet.* Is it possible that by rectifying mistakes such as these we can make of a weak student an average one? It bears repeating that teaching an N.E.S. class as if it were monolithic does not do anyone much good. To the extent that my findings in my own classes may indicate the situation of N.E.S. classes generally in Israel, the following table should help in tailoring the material learned, and the level at which it is taught, to the specific needs of the different students in the class.

Occasionally a mistake that I consider horrifying I attribute to average as well as weak students, and this is because a boy I consider a good student makes that mistake and therefore lends it some of his dignity. That does not make the mistake any less awful.

Since my classifications are subjective, next week I might make some changes. Still, I think the general picture will remain more or less the same.

Weaknesses marked with an * are points that it seems to me worthwhile for lower grade N.E.S. teachers to devote a lot of attention to.

	WEAKNESS	WEAK	AVERAGE	STRONG	REMARKS
1.	*be	X			Tends to be complete omission more than mis-use. Apparently the feeling of insecurity with the forms and uses of BE causes students to omit it altogether in order to avoid the mental gymnastics. Sometimes basic inflections are all wrong.
2.	* auxiliary verbs	X			"It's not make".
3.	*over-use of present progressive	X			Very common among kids who over-practiced this tense in Grades 5 and 6 and underpracticed present simple, like most Israelis
4.	*drill present simple	X			
5.	/i/[illegible]/I/ — beat/bit, leave/live	X			
6.	*ago	X			Energetic drilling at an early stage could make a tremendous difference
7.	*make/do/commit	X			
8.	*who/how	X			Not knowing how to decode and encode these badly hampers comprehension. Connected with some learning disability?
9.	*phonetic spelling — shapet, fizical, intafir	X			Show me a phonetic speller and I'll show you a kid who didn't learn in Grades 4, 5, 6. Spelling should be part of our curriculum from the early grades on. This kind of mistake impairs reading comprehension
10.	bored, boring; interested, interesting	X			
11.	*some, any	X			
12.	possessives — nouns & pronouns including use of apostrophe	X			
13.	let s'o V, want s'o to V	X			
14.	V_2 of irregular verbs	X			Memorize past forms of irregular verbs. Often doubling of past tense markers: "didn't took".
15.	reflexives, esp. plural: "They excused themselves"	X			
16.	passive	X			
17.	*V + s — failure to inflect 3rd person sg. verbs with -s	X	X		The person who figures how to get this across to Israelis is my choice for the Nobel Peace Prize.
18.	*questions: use of auxiliary verb as well as word order	X	X		A catastrophe! Drill!

WEAKNESS	WEAK	AVERAGE	STRONG	REMARKS
19. *capitalization	X	X		A relatively minor problem, but easy to teach.
20. *relative pronouns who/which/that/whom	X	X		A surprise. Many seem to have difficulty differentiating between animate (who) and inanimate (which). How to embed a relative clause
21. *relative adverbs when/where/why	X	X		How to embed a relative clause
22. *there is/there are	X	X		
23. *comparatives & superlatives	X	X		
24. *articles A, AN, THE	X	X		Actually, even able students may over-use THE: "THE society"
25. V + Ving vs. V + to V suggest going//urge you *to go*	X	X		
26. number agreement(subject/verb)	X	X		
27. word order	X	X		Has to be taught as it occurs in each grammar topic — the issue is vast.
28. word forms	X	X		An extremely economical way to stretch vocabulary — fat/fatten, deny/denial, etc.
29. phrasal verbs (break up, open, into, out of)	X	X		
30. *literalness (translating from Hebrew): mistakes like "must to do"; "or you will win or you will lose"	X	X		
31. *modals	X	X	X	Crucially important. See following this table.
32. *prepositions	X	X	X	
33. perfect tenses	X	X	X	Weak and average students must learn V_3 forms of irreg. verbs. Great confusion here — some say "have ate". See #14, above
34. reported speech	X	X	X	
35. present tense in future time clause	X	X	X	"I'll come when I *am* ready."
36. sequence of tenses	X	X	X	
37. conditionals, all 3 types	X	X	X	
38. antecedents and reference of pronouns	X	X	X	
39. run-on sentences and comma splices. In other words, What is a sentence?	X	X	X	Another vast topic. Encourage sub-vocalizing when proof-reading written work. If the student runs out of breath, he has got a run-on.
40. plurals of irreg. nouns	X	X	X	Weak: women. Strong: phenomena
41. redundancies	X	X	X	
42. the relative pronouns "whose" and "who/whom/that" in the objective position	X	X	X	Here we are out to eliminate such horrors as "The man whose (who's) his tie is red" and "The boy who I told you about him".
43. vocabulary and idioms	X	X	X	Crucially important. See following this table.
44. *spelling	X	X	X	See following this table.

45. *legibility	X	X	X	Use written work to spot and coach letters or letter combinations that a student habitually forms incorrectly. Cursive writing is our most neglected subject, and the more ambitious kids pick it up themselves. We benevolent teachers get used to each student's idiosyncrasies, but written Bagrut examiners may have no patience for them.
46. wordiness		X	X	The issue is מריחה (padding), but kids protest that if they don't do this their composition will be too short. They must learn to make their point briefly and clearly. They must also learn to explain & develop an idea fully. They don't know the difference between development & padding.
47. the *idea* of subordination (contrast the more mechanical emphasis of #20-21 above)		X	X	Here we're talking about fine students. We must teach them to use complex sentences, not just compound ones. This is fun to teach!
48. sentence fragments		X	X	
49. transitions (between sentences, between paragraphs)		X	X	
50. parallelism			X	
51. varying sentence structure			X	Fun to teach! Youngsters who write well are highly motivated to learn techniques to make their writing more lively and sophisticated
52. punctuation			X	Not an unimportant subject, especially relating to sentences as opposed to phrases and clauses. It is just that weaker students have more pressing problems.

What surprised me most in my findings was the pervasiveness of problems with the modals, among students at all levels of ability. Try this experiment. Explain to your students that they have to plan a picnic and they are worried about the possibility of its being spoiled by rain. Ask them how they would say that. I will buy you a Subaru if the first kid who raises his hand comes up with "It may rain". Or even the eleventh. The modals, especially "may", "might" and "would," are not so much mis-used as under-used. Think of how much circumlocution and incoherence the students' speech and writing can be swept clean if they become practiced in the use of the modals — an especially welcome advance for teachers sick of circling "maby".

Poor spelling isn't just a matter of aesthetics; it seems to me to affect reading comprehension. Not only that — when spelling mistakes are not corrected and the correct spellings learned, neither are any of the other errors, which I so laboriously mark, taken to heart. The follow-up that I am able to do with the help of my loose-leaf notebook, the continuing dialog that I can maintain with each student on his progress, on language points elegant as well as mechanical — this follow-up on my part compels him to take my instruction seriously and to care about meaningful and creditable expression. Specifically with regard to spelling, it is best to keep a list of each student's spellings, thus: beetwen, wich (this boy repeated this mistake twice after I called his attention to it, and he lost points as a result), eachother, terdishnell. With clever boys who are simply careless I like to turn it into a game: "I found four misspellings on this page. Find 'em."

We are only flesh and blood, and it is impossible to keep up all that clerical work. I have absolutely no understanding of computers, but I have a feeling that here might be a very welcome application.

Not surprisingly, everyone's mastery of vocabulary (ours included) could stand some enriching. There are many good approaches to vocabulary building. One mention in the table above, teaching word forms, is excellent, but I have never seen a text that does enough with derivations. All those suffixes, -ation and -ence, have limited value; working with prefixes gives you more for your money.

Let me explain. In grading one particular composition I came across a sentence like this: "This put him in a dangerous situation." The boy does not know "endanger"! Here, as with the modals, is another source of circuitous, tortuous writing. When you are working with prefixes, you can sit students down with their dictionaries and have them list and learn every word they can find under *em-* and *en* which is composed of the prefix followed by some word that they know very well (empower, entangle). The prefix *be-* is also very good (befriend, belie). You can't do that with suffixes!

I have saved what I consider a real boon for last. Everything I have discussed in this article relates to accuracy and refinement of expression, but obviously there is a lot more to our English program than that. Slow readers, whose comprehension is usually poor as well, are doomed to failure or mediocrity if we do not address their problem energetically. First we must become aware of who has such a problem, and here is a lovely way to find out. Robert Louis Stevenson's story "The Bottle Imp" has at least seven cliff-hangers built into the story. Cut copies of the story at each point where Stevenson creates an unexpected twist in the plot. Set the seven (?) piles, or sequels, of the story at the front of the classroom, and tell the students to write down how they think the story continues in each successive sequel. Then they help themselves to the continuation and check their plot construction against Stevenson's. While they are enjoying the story, you have got your eye on how everyone reads. To each boy with a serious reading problem I recommended spending the summer working through a book like *Practical Faster Reading*, by Mosback and Mosback. The motivation is certainly there. Each boy surely understands how much improving his reading speed and comprehension can help him. I will let you know in September if their motivation withstood the temptation of beach, movie and *tiyul*.

I have said that *kibbutz galuyot* creates great difficulties for teaching a class of Native English Speakers — long may we be thus vexed! First generation or second, systematic or osmotic language learning, brilliant or not-so, bring 'em on! Every minute the N.E.S. teacher is in class, he is constantly aware of Jews coming home — a family of fresh *olim*, another who have left and returned, a boy who lives in Long Island and was sent here by Mom and Dad so he might know what Israel is. It is easy to let the many differences defeat us and make it hard for us to teach coherently. But there are patterns, and we can design an English program that can zero in on more of that hodgepodge than we would have thought. We must find some way to give the very recently arrived and very articulate and talented Davids the kind of college prep course that is suited to their interests and abilities. As for the bulk of the N.E.S.'s: there is no getting around the need for some individual work — to each according to his need — while teaching the group as a whole the many language areas that are weak points common to most or all.

The N.E.S. *hakbatza* certainly can and should be a prize. These students have a valuable advantage over other Israeli kids: their familiarity with English from home. It is a resource that must not be wasted but developed and polished.

TEACHING 'DOVREI ANGLIT': ITS PROBLEMS AND REWARDS

by *Ellen Gordon*, Noam Girls' School, Jerusalem

English as a foreign language has become, in recent years, an increasingly important phenomenon internationally, with specialized courses being developed at many points on the globe. In Israel, in particular, the teaching of English takes on special significance, and the Ministry of Education has a set curriculum with specific goals, intended to provide the typical Israeli with a functional capacity in English. Full guidelines, texts and training programs have been designed.

But what of the native English-speaking student who comes to Israel already enjoying this capacity? And what of the children of immigrants or perhaps Israeli children who have been abroad and, though not native speakers in the strictest sense, are certainly above the level of Israelis learning English as a foreign tongue?

The phenomenon of the 'Dover Anglit' pupil (the native English speaker) in the classroom presents a problem to the pupil himself, his parents and teacher. Depending on the location and make-up of the school body, the number of English speakers may be as many as 50 percent of the class enrollment. How are these children accommodated? What kinds of English programs are geared for them? What about a curriculum? The purpose of this article is to deal specifically with this group which we refer to as the 'Dovrei Anglit'.

When I first came to Israel ten years ago and considered teaching 'Dovrei Anglit' I was discouraged at every turn. The arguments were as follows: 1. There is no future teaching native speakers. Aliya will decrease, and there will be fewer students every year. 2. The school administrators and principals are not really interested in 'Dovrei Anglit' and view it merely as a baby-sitting service to occupy the native-speakers while the Israelis who require it are learning English. At best they see such teaching as a luxury offering to the newly-immigrated, since the native speakers "already know English". They feel a good teacher is wasted in 'Dovrei Anglit' and is needed instead in the regular classroom. 3. There are so many different levels, with a class of eight having as many as five levels. 4. There is no curriculum for 'Dovrei Anglit'. You have to design your own program.

I listened to these objections and nevertheless plunged forward, slowly overcoming these hurdles one by one. I am now a very enthusiastic teacher of 'Dovrei Anglit' to Fourth through Eighth Graders. Recently, in my capacity as a Jerusalem ETAI[1] committee member, I began a group for 'Dovrei Anglit' teachers. It has become very active and productive. We meet regularly, sharing problems and successes and lending support and stimulation.

I have found that the difficulties allegedly associated with 'Dovrei Anglit' were either without foundation or clearly surmountable. Firstly, as to the future of 'Dovrei Anglit', I have found from my experience that the number of students, far from decreasing, has greatly increased.

With regard to the difficulties of dealing with reluctant administrators, a little bit of determination and a great deal of enthusiasm can go a long way. I first began teaching in whatever tiny, empty corner was available at any given moment. But slowly, with conviction and drive, I have worked my way up to two rooms of my own (with lock and key, my own library, own encyclopedias, closets, collections of classics, *National Geographics*, dictionaries, etc.) Every teacher knows what having his/her own room means — the possibility of decorating and hanging posters, pictures, children's work, and charts.

As for the argument that "native speakers already know enough English and do not need extra lessons" — why is it that Israelis who are native to Hebrew will obviously continue to study the language, its structure, grammar, spelling, literature and culture generally? The English that immigrants come equipped with needs to be preserved and enriched. Otherwise, the newly arrived Fourth Grader, for example, with continue life fixated at a limited level of language and literature. If he is forced to sit in with the regular Israeli class he will not be able to fit in and will often be disruptive, tuning himself out of the class instruction, and may very well wind up falling behind the non-native's progress as a result. Such a student needs a specially geared program, not to mention the emotional benefits of a native English program — the cultural reinforcement of the immigrant family bond, identifying both parents and children with a common idiom.

This brings us to the problem of the curriculum, which is probably the most difficult. This is the reason why teachers of the program have such a need for collaboration and support. There are no set guidelines for 'Dover Anglit' just as there is no typical 'Dovrei Anglit' student. Each class and student is very individual (although there are many common problems). A 'Dovrei Anglit' teacher must accommodate him/herself very much to the specific needs of the students.

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[1] English Teachers Association of Israel, which is both national as well as regional, and has regular sessions and workshops throughout the year.

Given all these difficulties, practically speaking, how *does* the 'Dovrei Anglit' teacher go about creating his/her own curriculum? I will now summarize how the teachers in our unique group choose texts, develop their own programs of grammar and creative writing, and stimulate their students to read, all the while dealing with the problematic diversity of level.

Texts

Since the Ministry does not officially recommend any texts, a great variety of possibilities is open to the teachers, who may even opt to have no text at all. The majority of teachers do prefer a text as their base work (their framework, if you will), and I am certainly of that school of thought, convinced that a good book provides an anchor and serves as a springboard for reading, discussion, spelling, vocabulary, and even grammar work. It also affords the security of a routine that the students seem to need.

A favorite is the *Horizons* series, starting from first-level *Horizons*[2] for Sixth Grade and *New Horizons*[3] or *Wider Horizons*[4] for Seventh and Eighth Grade. A popular book for Fifth Grade (or even sixth) is *New Streams*[5]. *This Wide World*[6] is well-favored as an Eighth Grade alternative. The advantage of these books is that they are Israeli-published, readily available, inexpensive, and can easily be purchased in a used condition. The books have excellent stories of famous writers and are of high interest. Spelling can be drawn regularly from the weekly story, and some of the grammar and dictionary work following each story is quite good.

Some schools purchase hard-cover books like *Adventures in Reading*[7] (which is the Mercedes of books), but these are expensive, imported, and, I personally feel, no more preferable.

There are teachers who choose to work with books like the *Complete English*[8] series, which serve as spelling and grammar workbooks as well as readers. The drawback of these books is that the reading passages are mere excerpts from stories and poems, and many teachers have found (myself included) that the students prefer the stimulation of reading complete stories and texts. At the suggestion of Eric Cohen Books[9] one teacher uses *English 7-12*[10] and is very pleased with the results.

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[2] M. Flachs and M. Posner, *Horizons* (Tel Aviv: Y. Orenstein "Yavneh" Publishing House Ltd., 1977).

[3] M. Flachs and M. Posner, *New Horizons* (Tel Aviv: Y. Orenstein "Yavneh" Publishing House Ltd., 1980).

[4] M. Flachs and M. Posner, *Wider Horizons* (Tel Aviv: Y. Orenstein "Yavneh" Publishing House Ltd., 1974).

[5] Pearl Gordon, *New Streams* (Tel Aviv: Joshua Chachik Publishing House Ltd., 1968).

[6] P.Blumental, Tamar Sachs and A. Shamir, *This Wide World* (Haifa: The Yuval Publishing Co., Ltd. 1964).

[7] *Adventures in Literature Program*, with volumes of different levels (New York, Chicago: Hartcourt, Brace & Co.).

[8] E.G. Thorpe, *Complete English*, Books 1-4 (London: Heinemann Educational Books, 1962).

A problem is finding a suitable text for Fourth Grade beginners. Last year someone recommended *Once There Was*,[11] which I find the students enjoy and benefit from. Teachers in our group who have tried it concur.

Most teachers agree that supplementing classroom texts with books from the British Council Library is an excellent idea. Thus students have additional reading and become familiar with some of the classics. My students read at least three to four books a year from the British library. I annually renew three class subscriptions, entitling me to take out, at one time, as many as ninety books or more. In addition, I collected money this year from each student and was able to purchase, at a discount, seventy additional abridged classics.[12] Each student is required to read and answer thought questions for at least two books from the collection (a requirement readily fulfilled because of the great appeal of these editions). In this way students are exposed to such famous authors as Shakespeare, Dickens, Swift, Orwell, Conrad, the Bronte sisters, etc. etc.

Grammar

In approaching grammar, the rule of thumb seems to be to begin with the curriculum of the Ministry and work outward. One teacher goes so far as to require her students to do the work in *Neighbors*,[13] which her Israeli class is using. Thus she is sure that her native speakers will be completely familiar with the work of their counterparts. The students can then move forward and deal with extra grammar forms and dictionary work as may arise in the context of the stories; and problems that crop up in the framework of writing and reading may be dealt with.

I have prepared my own grammar booklet with basic rules. I teach the Fourth Graders nouns, plurals, capital letters, possessives, adjectives and related spelling problems. From the Fifth Grade up I teach the different verb tenses of 'present simple', 'present progressive', 'past' and 'future'. Specific spelling-related problems are dealt with, frequency expressions are discussed, and question-formation is practiced.

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[9] Eric Cohen Books of Ra'anana, Israel, has a regular book display at the ETAI (see footnote 1) sessions.

[10] D. Hughes and A. Josephs, *English 7-12*, Books 1-5 (Glasgow, London: Collins, 1980).

[11] Helen Levenston, *Once There Was...* (Jerusalem: Good Times Publishing Co., 1983).

[12] *Longman Graded Readers* (London, Burnt Mill, Harlow, Essex: Longman Group Ltd., Longman House) These are popular classics abridged in a very palatable form, geared to the interest of young readers. Perhaps even more appealing are the lovely, gloss-covered editions of 'Oxford Progressive English Readers' (Oxford, Singapore, Tokyo: Oxford University Press).

[13] Netti Lowenstein, *Neighbors* (Israel: Center for Educational Technology Publishing Department).

Each year these basics are reviewed and work-sheets distributed. In addition, many grammar exercises are taken from the *New Streams* and *Horizons* series we use.

Spelling

Spelling is conveniently handled by most teachers through the assignment of weekly spelling lists taken from the stories being read. Spelling thus done in context strengthens vocabulary and is meaningful. Additional category spelling is often given, beginning in Fourth Grade, with the days of the week, months, numbers and colors, etc. In the Fourth Grade, rather than give the students ten words weekly as I do in the older Grades (who also prepare sentences), I give dictations instead, with about seven sentences of basic words — comparable to first, second and third grade level in England or America. The students are required to do at least six sentences, but the weaker may do fewer.

Different Levels

This brings me to the major problem in the 'Dovrei Anglit' classroom, that of diversity of level. (Our group of teachers plans to deal at length with this issue at one of our next sessions.) With respect to spelling, I have already pointed out that I accommodate the weaker pupils by requiring them to do perhaps only two sentences a week, then eventually three, four, and so on, until they are able to catch up with the remainder of the class (which may be doing as many as seven a week). To accommodate the advanced pupils, on the other hand, I assign three particularly hard words weekly. In this way students can score more than 100 on a test, and even higher results if they prepare sentences for the difficult words. In the higher Grades, I let the students score 100 if they spell eight out of the ten words correctly and I also give extra-credit "hard" words (as well as old words) to challenge those on an advanced level.

Disparate *reading* levels are also taken into consideration. I generally begin reading aloud a story or book that we are working with. I then call on the students to read briefly. Although many teachers object to having their students reading aloud, I know how much the children enjoy it; and having the students reading for only about ten minutes a week is not an objectionable ordeal, and is, moreover, useful to the teacher who can follow the progress of reading proficiency.

After the initial reading aloud, I stop the story at a critical moment of tension, leaving the students involved and stimulated, anxious to finish the story on their own. They are then given thought-questions to do at home, each student at his/her

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own speed. Those on a higher level often complete an entire book in one night. They can then come back the next day and choose from the large selection of books (popular series and classics) in our classroom; and they can independently work with the thought questions I always have readily available.

The incentive for these advanced students is a *me'uleh* (10 plus) grade I offer to those willing to do double the required book reports and writing assignments. By setting a minimum requirement, with contests and prizes offered to those excelling, the teacher can stimulate pupils on all levels. Further inducements are spelling and reading clubs, with charts hung and stickers or stars stamped after particular successes are accomplished.

An additional way to encourage reading on all levels is to have a large library accessible in the classroom. Such a library can be formed in one day by asking each student to contribute or lend for the year at least three or four books — an instant success and a ready source of reading and book report material on many different levels!

Creative Projects

A marvelous creative writing project is to have each student prepare a magazine during the course of the year. In the past I have collected an item of written work from each pupil and have put together a single newspaper at the end of the year. This year I have asked the pupils to prepare their own, working during any free time, each according to his/her own capacity, doing interviews, advertisements, letters to the editor, advice column, stories, poems, articles, recipes, fashions, sports, etc. I have already had some excellent results with such exciting creations as "Teen Magazine", "Twelve", "Thirteen", "Parents and Their Problems Magazine" and "Fashions"!

Other creative writing assignments used by myself and others are word acrostics;[14]

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[14] The following are some examples of word acrostics:

L ovely
A roma of
S pice
A nd
G rilled cheese,
N estled in
A tangy sauce.

S wims very fast.
E ars distinct and small
A rmed with flippers, at home on
L and and sea.

T all plant with
R oots running deep
E legant branches
E xtending toward Heaven.

writing up an incident from different points of view; alphabetizing (writing a sentence or paragraph using words in alphabetical order); limericks; descriptions of the family, own room, neighborhood, hobby collection, pets; 'Who Am I?' description (the students depict something or someone and others have to guess); stories developed around a picture cut out of a magazine; reports on animals, places or famous people; 'What Color Do You Feel Like?', 'What Animal?' or 'What Vegetable?' 'What is Love?' or 'What is Happiness?' The possibilities are endless.

Games

Unlike the teaching of English to Hebrew speakers with its almost exclusive emphasis on language structure, 'Dovrei Anglit' teaching allows more time for extras like current events, weekly proverbs and topic discussions. Moreover, learning games and fun work are a unanimous favourite of the 'Dovrei Anglit' teacher and student alike. Hangman,[15] twenty questions, spelling bees, and word category puzzles are well received. I have recently brought out a book of category puzzles which should be a stimulating source of fun-filled enrichment for spelling and vocabulary, as well as an excellent basis for group work.

* * *

Despite the many drawbacks, the teachers of 'Dovrei Anglit' all seem to share a genuine enthusiasm for their work. The security they give up in not have a specifically-defined curriculum is outweighed by the satisfaction of being able to draw upon their personal imaginative resources, shaping individual programs geared to their unique group of students. Although it is gratifying to witness the gestalt of recognition in a student who finally masters the difference between 'present simple' and 'present progressive,' or perhaps '*if* number one...' and '*if* number two...,' I find incomparable the feeling of achievement I experience when a student becomes 'hooked' on a series like *The Hardy Boys*, the books of Enid Blyton, or *Little House on the Prairie*, and has at last become a reader! And what can equal a teacher's delight at a student's original, beautifully-expressed composition or his/her truly moving poem? Indeed the rewards of such teaching — the opportunity of tapping within the student, beyond the mechanics of language, a reservoir of creative potential — seem infinite!

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[15] While trying to avoid the hangman's noose — the gallows being pieced together with each wrong guess — the students must disclose the hidden letters until they have unraveled the cryptic phrase. An excellent hangman possibility is an adage that is regularly given in the course of the lessons. For example "A bird in the hand is worth two in the bush." Another choice could be a line from a poem, Robert Frost's *Stopping by the Woods on a Snowy Evening* ('Whose woods are these...').

I would be very interested to learn of other teachers' experiences in this field and invite them to write to me. My address is Ramot 435/8, Jerusalem 97725.

NATIVE AND NEAR-NATIVE SPEAKERS OF ENGLISH AT BEIT HINUKH HIGH SCHOOL

by *Yehuda Ben-Dor*, Jerusalem

As a result of the budget cuts in education during the last decade, the Principal and the teaching staff of the English Department at Beit Hinukh High School have sought an effective way to deal with the lack of streamed learning groups. Both weak learners and native speakers and near-native speakers of English have been severely punished by having to learn in heterogeneous groups of between 35 and 40 pupils. Our school has consequently arrived at what we feel is an effective way to overcome the problem: scheduling two, three or even more homeroom classes simultaneously.

English at our school is generally taught in homogeneous classes which average in size between 30 and 40 pupils. In Grades 7-9, classes meet three hours per week; in Grade 10, four hours per week; and Grades 11-12, five hours per week. All classes are taught by the English Department staff, and no outside, unlicensed teachers are employed to teach native speakers, as is done in a number of schools.

This program has been instituted gradually over the past few years as we have seen that with the budget cuts the hardest hit of our pupils have been the very weakest and the very strongest ones who have found themselves on the fringes of the lessons, either left out because they do not understand or bored because the material is far too easy. It is obvious that under these circumstances not only are these pupils being more severely punished for their lack of knowledge or excess of the same and unjustifiably so, but that in many instances they are a discipline problem.

Whereas in the past it was felt that due to the scheduling problems in a big high school, it was too difficult to arrange simultaneous class hours for so many pupils — our school has 1800 pupils in six Grade levels — the conclusion was reached that there was no choice in the matter. The academic well-being of our pupils in the end became the final and decisive reason for establishing a program for native speakers and near-native speakers of English throughout our school. Nevertheless, this was done at no added expense to the school's budget of class hours by means of the scheduling of simultaneous class hours.

In order to fairly and effectively establish streaming, the English Department has instituted annual or sometimes semi-annual achievement tests which are drawn up by the Grade level teachers according to the Ministry of Education's English syllabus. These tests are administered in addition to the periodic class tests and they are an additional way of ensuring that all pupils are studying the required materials. Periodically, pupils are transferred from higher to lower or lower to higher groups after the necessary checks have been made — the English group has attempted to keep the groups as fluid as is possible in a large urban high school.

In addition to the Grade level cooperation and coordination, there is close coordination of the materials taught in the different Grade levels. Furthermore, a serious effort has been made in linking the demands made upon the pupils to the demands of the Ministry's external tests for the 3-point, 4-point, 5-point and 6-point examinations. The necessity of a junior high school English teacher knowing what a pupil must achieve by the time he takes his matriculation examination is obvious.

It goes without saying that what I have stated above is critical since the budget cuts at the Ministry of Education have largely sabotaged the possibility of reaching all of the pupils in the classroom. One of the results of this difficulty has been the gradual institution of homogeneous groups in our school, obviously to the benefit of the native speakers of English. However, budgetary problems have made it economically impossible to have classes of only native speakers and consequently our school has grouped native speakers and near-native speakers together throughout. Obviously, the near-native speakers benefit greatly from this arrangement.

The above-mentioned pupils include those whose parents are native speakers of English and whose children consequently speak the language fluently, those pupils who have been abroad for various periods of time and normally have studied in English-speaking schools, and those few pupils who have a flair for languages and resultingly can keep up with the other pupils in their group.

In addition to these prerequisites, it is not enough for these pupils to speak the language; they must also demonstrate the necessary skills in reading and writing the language, which is sometimes a problem for native speakers who have studied in heterogeneous classes. Many of these pupils find that even though they got very high grades when compared with non-native speakers, when they are placed in a native-speakers group they in reality are far less fluent and knowledgeable than they thought.

With the institution of our program of homogeneous grouping at our school we hope that we have taken at least some of the necessary steps towards reaching all of our pupils and thus enabling them to learn the English language in a more effective and pleasant classroom atmosphere.

The native speakers program is basically aimed at not only teaching the pupils the English language but also at teaching them about the cultures and cultural values which are prevalent in English-speaking countries. Pupils are exposed to the various modern literary forms — short stories, poetry, plays, essays, etc. — as well as to the classics. They are also encouraged to do a great deal of outside reading, sometimes at the expense of written homework based on the class textbooks, in order to encourage the development of their reading habits in English. A great deal more stress is placed on writing in the lower Grades than is common or possible in the normal non-native speakers' class.

In the 11th Grade, the pupils prepare for and take the 5-point matriculation examination. Their reading program normally includes one three-act play, four or more short stories, a number of non-fiction selections, and a great deal of poetry. They are also encouraged to write and express themselves freely concerning the literature and various topics of current concern.

Those pupils who receive a grade of 85 or more — more than 80% of those who sit for the examination in the 11th grade — are then entitled to take the 6-point program in their final year of school. This program is not compulsory but normally one-third of the pupils who take the 5-point examination early participate in the 12th-grade program as well.

The 6-point program entails reading a number of novels, plays, poetry or non-fiction or a combination of all of these things. In addition, the pupils also read critical literature about the works they have studied. The class meets for two class hours per week and the pupils are required to take an examination at the end of the year or submit a 2000 word paper that deals with some aspect of the reading program in depth as well as critical literature about that work or works.

In the past, the 6-point program has included reading Ernest Hemingway's *The Sun Also Rises*, *The Old Man and the Sea*, and *A Farewell to Arms*; Shakespeare's *King Lear* and *Richard III* and a unit on Dr. Martin Luther King, Jr., the civil rights movement in the United States, and democracy in current day Israel; and classic and modern American and English poetry, as well as Blackamerican poetry and prose. Most pupils prefer writing critical studies rather than taking an examination because they find that this prepares them better for their studies at university.

The focus of the 6-point program is on critical readings of the text in the classroom and there is the opportunity for the pupils to freely express their opinions about works of literature on a high intellectual level. Furthermore, the course requires the pupils to express themselves in writing in a way that is not possible given the prevalent classroom conditions.

In conclusion, it is our belief that the institution of a program for native speakers and near-native speakers of English at our high school is the fortuitous outgrowth of the budget cuts at the Ministry of Education which have forced our department to seek a solution to overcrowding in the classroom and the resulting failure by teachers to reach not only the weakest pupils but also the strongest pupils as well. By instituting our program we have been able to create a more challenging atmosphere for all of our pupils on all levels and in this way ensure a more favorable environment for learning, as well as preparing them for the future necessity of knowing and actively using English in later life.

WHO'S AFRAID OF THE 'NEW YORK TIMES' OR USING THE MONDAY EDITION OF 'THE JERUSALEM POST' IN THE ENGLISH SPEAKERS CLASS

by *Susie Secemski*, The University High School, Jerusalem

The teacher of English Speakers is perpetually searching for challenging texts. A wealth of fascinating, relevant material is readily available in the Monday edition of *The Jerusalem Post*, which includes excerpts from the *New York Times Weekly Review*. The following activities have proved stimulating, sometimes even exciting. Naturally they can be modified for use in any advanced class.

Comparison of News Articles

The teacher chooses a news article from each newspaper, preferably about the same subject. The class tries to determine whether one paper chooses the facts differently from the other. Does one paper include pertinent facts that the other excludes? Is the news presented in an objective fashion or is it "colored" by words or images which have powerful connotations? Are any prior assumptions or conclusions intimated? Does the order in which the facts are presented have any effect upon the reader? Finally, does either paper present more background material in order to place the news in a broader persepctive? Usually pupils themselves cover most of these points when simply asked to compare the two articles.

Follow-up activities: Write a news article about a school event. Read in class; answer some of the questions presented above. Pupils choose two articles for similar analysis.

Comparison of Editorials (about the same subject)

What are the underlying presuppositions? How does the editor answer any questions he himself has raised? How does he support his opinion? How does he attempt to convince the reader to adopt his view? Does he succeed? Which one uses more forceful, suggestive language? Which devices (if any) does he use to catch the reader's attention and stimulate him to follow his arguments?

Follow-up assignment: Write an editorial about a controversial issue. Begin with a striking image or statement to generate interest. Support views carefully in order to lead to a clear, forceful conclusion. Pupils debate the issues in class by listening very carefully to each speaker's argument; only subsequently do they refute specific points or explain why they agree. This seems to be both the most difficult and most engaging aspect, which involves learning accepted debating etiquette.

Comparison of a News Article and Editorial (preferably on the same subject in the same paper)

The class examines to what extent the news article adheres to the facts and how the editorial presents and substantiates its views. To what degree does the editorial carry on where the news article left off?

Letters to the Editor

Pupils read letters to the editor in both papers and answer one that provokes a response. Whenever possible, it is most fascinating to compare their answers with an actual answer that appears in the paper. The examples provided below (in 'Classroom Experiences') will illustrate how effectively this exercise examines a person's ability to distinguish fact from opinion and to help him become aware of how opinions sometime compel people to distort the facts.

Pictures

If a picture accompanies an article, how does the picture relate to the article? Does it provide background or does it influence the reader's opinion even before reading the article? Ask pupils to imagine what other pictures might have accompanied an article about the same subject.

Vocabulary Building

After the class has read a specific article at home, the teacher asks the class to locate vocabulary words in the following manner: "Please find a word in the first paragraph that means the following (teacher fills in the definition)." The teacher continues with five to ten carefully-chosen key words, concluding with a word in the final paragraph. As soon as most of the pupils have found the words, they are asked either to write a précis using these key words or to summarize the article orally, in which case each pupil is asked to carry on where the previous one has left off in a chain effect. This task elicits many invaluable skills, such as skimming to locate new words or expressions, lexical guessing in context, internalizing new words for active use, and practicing the art of synopsis.

Interesting Classroom Experiences

Emotions ran high in the classroom after pupils had ploughed through a difficult *New York Times* article entitled "The Palestinians Have Earned a Share of Sovereignty" by Haim Chertok. For homework, they had been asked to state the author's conclusion and explain how he supports his view. I was amazed to discover that, in spite of the title, several pupils thought the writer opposed the formation of a Palestinian State. Upon reflection, we were able to discover the source of the mistaken reading and interpretation. At the end of the article, the author alludes to Faulkner's claim that "the real custodians of the land are those who work it and are prepared to sacrifice their lives in its defense". Several pupils thought that the author was referring to the Israelis, even though the majority could prove from the text that the writer clearly portrayed the Palestinians as the workers and defenders. Then what was the source of the mistaken conclusion? Perhaps some people were reading their own views more than the text? More probably, we realized that the author's allusion to his son's yeshiva, north of Hebron, may have caused some stereotyping and presuppositions about his views. Together, we learned something about reading accurately and only subsequently agreeing or disagreeing.

Conclusion

This year, particularly, it was interesting to read articles from every point of view, both from within Israel and from abroad. Together, we could examine how objectively we read as well as how we could prevent our own views from intruding when listening or reading in order to keep our minds open to new ideas. What better test of reading comprehension is available?

Nothing surpasses reading these two newspapers for sharpening critical discernment, developing self-awareness, and, of course, expanding the lexical horizons of advanced pupils and English Speakers.

TEACHING ENGLISH TO NATIVE SPEAKERS

Extract from the New Syllabus for Israel Schools

A number of pupils, sometimes enough to constitute special classes or groups, are loosely classified as "native speakers", pupils who are either genuine mother-tongue speakers of English or have "near-native" proficiency (e.g. have studied abroad in English-medium schools) and who are very much out of place in regular classes, even of advanced learners. These "native speakers" are clearly "orate" in English (they possess a high degree of "oracy", the oral skills), but in many cases their vocabulary has not progressed much beyond the level they attained before attending school in Israel, and their literacy skills need improving. Teachers of classes of "native speakers" should be native speakers themselves, with if possible experience in teaching English in an English-speaking country.

A differential syllabus for these learners is required and will therefore consist of:

(i) stressing all the writing skills, including essay-writing, letter-writing, reports etc.

(ii) developing the reading skills to a much higher level than that expected in 'regular' advanced classes, including reading and studying a large number of literary texts suitable for pupils of roughly their age in the U.S.A. and U.K., and studied in schools in those countries;

(iii) expanding the pupils' vocabulary (especially through their reading);

(iv) dealing with grammatical issues as they arise in reading and in the pupils' own writing, and not undertaking a systematic graded course of teaching grammar;

(v) some oral activities, at an advanced level (e.g. debates, reports, lecturettes, group discussions);

(vi) some listening comprehension activities, at an advanced level — live radio broadcasts, plays etc.

ENGLISH TEACHERS' ASSOCIATION OF ISRAEL (ETAI)
P.O. Box 7663, Jerusalem
אגודת המורים לאנגלית בישראל

ETAI UPDATE

by *Sheila Been*, Chairperson

Don't take a breath! Hold your breath! Your blood pressure's up! You're overworked! Your heart has stopped! You're dead (beat)! No, this is not a doctor's report to a critically-ill patient. On the contrary! It sums up the health and vibrancy of the ETAI "body" whose workers and activities are multiplying by leaps and bounds in an atmosphere of excitement and anxiety, frustration and reward.

It is difficult to keep one's finger on the pulse of all that is going on, but this does not matter because one knows that each committee member and sub-committee member is getting on with many facets of ETAI activities.

Branches

A number of branches throughout the country have been functioning very successfully. Among these are: Rehovot/Rishon Lezion, Petach Tikva, Natanya, Herzlia, Bat Yam, Jerusalem and Kiron. A new branch was inaugurated this year in Raanana/Kfar Saba. Judy Segal represented the ETAI executive committee and welcomed the seventy new members. Natalie Hess, the guest speaker at this meeting, is one of many who give of their time, energy and experience to address ETAI meetings all over the country. Other guest speakers this year have included Dvora Ben Meir, Alan Lipsey, Stella Statman and Penny Ur. The reports on these meetings have been glowing and one often wonders why there are not more active branches.

S.I.G.s

Ephraim Weintraub, our man of vision, is now involved in a serious drive to create Special Interest Groups. He envisages many such groups such as: Support groups for Russian immigrants and their children, Support groups for teachers of native speakers of English, and groups for teachers in special education programmes. Ephraim is open to suggestions and would like to hear from all those teachers who are interested in joining a S.I.G.

Membership

Our paid-up membership is close to the thousand mark, but there are a number of teachers who were members last year but have not yet paid this year's dues. Reuven Bar-On, our treasure of a treasurer, has sat up nights designing more efficient computer programmes for updating and maintaining our mailing lists and for keeping tabs on paid-up and non-paid-up members. There is no doubt that as our efficiency improves, so will our membership and hence our coffers. With more money at our disposal we will be able to offer more services. We are lucky to have among us a man with a head for figures.

New E.T.A.I. premises

The ETAI office has been moved. It is now housed on the top floor of Binyan HaGenerali, Rehov Shlomzion Hamalka, Jerusalem. This is a great improvement and our sincere thanks go to our guide, mentor and, in this case, negotiator, Raphael Gefen. Our suite has two offices, a small kitchen, a huge verandah and two toilets! The verandah is large enough for meetings and parties and we hope to make it into a real centre. At this stage, it is very bare and cold-looking and can do with plants, pictures and general furbishing. Donations of chairs, table, curtains, etc, would be welcome. The new number is 02-238762 (Judy Ernstoff).

The Winter Conference

This took place as usual at Bar Ilan University on the 21st December. Judy Segal was the convenor and, together with her team, did a splendid job. At this conference we were able to welcome, in person, our honorary member from the Soviet Union, Mira Senderowich. Mira spoke to us so movingly that many of us were in tears. Jim Wingate, who has become a great friend of ETAI's and who is, by the way, a nephew of Orde Wignate, presented a rousing Plenary which kept the audience smiling and set the tone for the day. The day culminated in another excellent Plenary by Penny Ur. Altogether, a very successful day.

The Spring Conference

This was held on the 23rd March at Seminar Gordon, Haifa, and was convened by Lily Bellali and her team. This conference was devoted largely to the presentation of new books. There is no doubt that teachers get the flavour of a book more effectively in a face to face presentation with the author than by browsing through it alone. The B.B.C. representative in Israel, Moshe Trivacks sponsored a guest speaker, the well-known writer Barry Tomalin, who presented a Plenary and gave a workshop. Raphael Gefen gave the closing Plenary on "The New Curriculum".

The International Conference, LET'S CONNECT

As everybody knows by now, this is scheduled for the 17-21 July and as the time gets nearer so things become more hectic. Jean Vermel, our convenor, is devoting many daily hours to conference work. It is just amazing how many unexpected things crop up and how many decisions have to be made urgently. Initial letters to members and registration forms and calls for abstracts were sent some time ago. Another 6,000 invitations were sent to non-ETAI members around the country. 1,500 brochures were sent abroad. It is truly amazing to see that our conference is attracting interest from as far afield as Japan, China, Poland, France and, of course, the U.S.A. We have exciting guests who will give Plenaries and shorter sessions. Among these are Marianne Cese-Mercia, David Herb Seliger from the U.S.A., David Crystal, Jim Wingate and Paul Fagg from Great Britain and Gillian Porter Ladousse from France. We hope that publishers will also send representatives. There is much work to do! So far two sub-committees have been formed:

The Entertainment Committee: Convenor — Shai Aran
The Programme Committee: Convenor — Dvora Ben-Meir

Dr. Michael Murphy of the British Council continues his quiet but valuable support. He is sponsoring Israeli delegates to the IATEFL Conference in Edinburgh, Scotland for the purpose of promoting LET'S CONNECT. In addition, he is sponsoring two guest speakers and hosting a reception. We are indeed indebted to him and appreciate his interest and concern.

This is a very brief and superficial resume of ETAI's activities this year. Has it made you breathless too?

ETAI Winter Conference, 21 December 1987, Bar-Ilan University

The Conference programme was as follows:

9.00-9.30	Conference Opening and ETAI Update
9.30-10.30	Plenary Session 1 — Jim Wingate (Pilgrims Courses, U.K., guest speaker sponsored by the British Council): "How Do I Get Through the Curriculum?"
11.00-12.30	Workshop Session
13.15-14.15	Lectures/Demonstrations
14.15-15.30	Plenary Session II — Penny Ur: "Open-Ending" (The Advantages and Techniques of Making Conventional Language Exercises Open-Ended)

Workshops:

1.	Shelley Ganiel	Enrichment Activities for Primary Grades (Newly developed computer materials, games and other activities).
2.	Lynn Gamady	Songs Make It Fun (A demonstration of how songs can be used for listening activities and reinforcement).
3.	Brenda West	Using a Video in the Primary School Class (How to adapt available material for use in Grade 6)
4.	Gil Berson	Discipline in the Classroom (Discussion of discipline problems, creation of self-discipline and lesson planning).
5.	Margaret Porat	Dialogue Journals (A new and practical way of combining the teaching of reading and writing with getting to know your students individually)

6.	Judy Kemp	Vocabulary Practice (Vocabulary practice through games and different activities)
7.	Shai Aran & Natalie Hess	Using "Meaning in English" — a new text for the upper-intermediate level (Integration of E.F.L. learning skills with literature).
8.	Judy Dobkins	Video, An Exciting Classroom Aid (off-the-air excerpts, video teaching materials and methodology)
9.	Alan Lipsey	Practical Tips from "Practical English"
10.	Hazel Camron	Interesting Techniques for Effectual and Meaningful Reading as in "New Ways to English", Book II for Gemer and 3 Point pupils (The handling of authentic materials and editing exercises in the book).
11.	Judy Yaron	Fun in the Sun — a new text for weak learners (This is the outcome of an educational project for teaching English to socially disadvantaged and special-education learners).
12.	Tamar Feuerstein	Cloze Varieties (What do we teach and what do we test?)
13.	Babette Kaplan	Creative Drama in the Classroom (Other materials than those previously used)
14.	Ephraim Weintraub	Teacher Memories Behind the Chalkboard (A workshop discussing and raising the effect of past teacher memories on present teaching performance)

Lectures/Demonstrations

1.	Prof. Ellen Spolsky	An Innovative Approach to Teaching Literature
2.	Tamar Sachs	Everybody Loves a Good Story
3.	Nava Horowitz	Themes in Prose and Poetry (New textbook for 9th/10th Grades)
4.	Tziona Sheffer	An Introduction to COBUILD — The User-Friendly E.F.L. Dictionary (A valuable new reference book for teachers; containing a wealth of information presented in a clear, straightforward format).
5.	Ari Kernerman	The Rationale Behind the New Semi-Bilingual Dictionary (The pros and cons — a lecture/discussion)

6.	Esther Lucas	World Topics for Communicative Activities (Using communicative activities from Grades 7-12 based on texts from world sources, with the aim of fostering international understanding in the E.F.L. classroom)
7.	Irena Davidovici	Learners' Knowledge of the World and its Bearing on the Process of Reading Comprehension
8.	Jean Vermel	Does the Computer have a Place in the E.F.L. Classroom?
9.	Judy Dobkins	Listening Can Be Fun
10.	Naomi Kovitsky	Getting Non-Readers Started (Disadvantaged 9th-10th Grade)

Reports on Workshops Presented at the ETAI Winter Conference 1987

1. *"NEW WAYS TO ENGLISH"*, Books 1 and 2, presented by Hazel Camron. The workshop dealt with the use of these new textbooks to motivate slow learners and to facilitate their learning of a foreign language. The communicative approach lends itself to the use of the texts as a springboard to pupil involvement. The subjects dealt with are of topical interest and pupils are encouraged to bring in similar information that is more up-to-date. Units may be used in any order the teacher chooses because of the underlying modular approach of the series. Subjects are such that there is something for everyone — boys and girls. Authentic materials with appropriate questions may encourage teachers to bring other authentic materials into the classroom, according to the particular interests of the pupils and using some of the activities in the books as a general guide.

   Teachers felt that they could easily adapt the texts and techniques to the particular nature of their pupils and classes.

2. *DRAMA AND CREATIVITY*, presented by Babette Kaplan
   This was a lively workshop focusing on drama as an experiencing activity rather than as a performance one. Participants broke the ice by tossing a ball of wool to introduce themselves. We looked at the designs made with the wool and decided how this could be used for story-telling and possibly acting out. Participants also introduced themselves, using various emotions and gestures. Meaningful pair-activity included "something that evokes a powerful childhood memory."

   Some theory was provided as to what drama in education is — from authorities such as Brian Way, Peter Slade, Dorothy Heathcote and Gavin Bolton. Participants also discussed aptitudes that a creative person might possess, such as sensitivity to problems, fluency of ideas, flexibility and risk-taking.

3. *WORLD TOPICS FOR COMMUNICATIVE ACTIVITIES,* presented by Esther Lucas

The participants discussed the use of communicative activities for Grades 7-12, based on texts from world sources with the aim of fostering international understanding in the EFL classroom. The concept of TIUTEFL — TEACHING INTERNATIONAL UNDERSTANDING THROUGH ENGLISH AS A FOREIGN LANGUAGE — was introduced. TIUTEFL is influenced by the "Natural Approach" (Krashen), the "Explorative Creative Way" (Knibbeler), "Interactive Language Teaching" (Wilga Rivers), "Content-Based Instruction" (Mahon) and the "Learner Centred Approach" of English for Specific Purposes. TIUTEFL believes that there is a need for international understanding in the foreign language classroom, since there is little international understanding without the use of a foreign language, and little real use of a foreign language without international contacts. The main themes of TIUTEFL were explained: The World We Live In, Countries, Human Rights and UNESCO, The Environment, Health and Food, School Life Round the World, Intercultural Awareness, and Peace. A short discussion took place on the importance of introducing these and similar themes into the EFL classroom in Israel. Each activity is preceded by a statement of aim, which is usually to make students aware of content matter, to make them think, and perhaps to change attitudes.

Language activities in TIUTEFL are varied and include tasks such as (1) Vocabulary and Spelling (word search, crossword puzzles, fill-ins, Cloze exercises, sorting jumbled letters, grouping words according to meaning, finding opposites, etc); (2) Listening Comprehension (filling in grids and tables); (3) Reading Comprehension (a. filling in diagrams, charts and balloons, b. sorting jumbled paragraphs, c. skimming and scanning, d. answer True/False questions, "odd man out" and open ended questions); (4) Exchange of Information (group, pair discussion, problem solving, discussing answers); (5) Classroom discussions (teacher guided); (6) Role play (jigsaw activities, simulation); (7) Writing activities (letters, dialogs, reports, recipes, poems, filling questionnaires); (8) Grammar (as part of language tasks).

Participants were shown transparencies that included:

1. Rights of the Child, with pictures. The task was to fill in a key word in each "Right". The first letter was given and dots indicated the missing

letters. The task could be followed by a discussion (Grades 7-9).

2. Two pictures from Liberia showing a clean and a dirty village. The task (working in pairs) is to compare the pictures. (Grades 7-8).
3. Four pictures from Niger showing how Ojo has an accident. Captions have to be fitted to the pictures. The task is followed by a discussion of accidents at home. (Grades 7-8).
4. A map of the Mediterranean. The task (working in pairs) is to identify all the countries that border the Mediterranean. All except Albania have signed a non-pollution pact. Discussion on pollution of the sea and exercises follow. (Grades 10 and above).
5. A diagram of cooperation in the Mediterranean. Balloons have to be filled in following previous activity. (Grades 10 and above).
6. A diagram of how clean water was brought to Kwale in Kenya, based on an article in the "Herald Tribune". Balloons have to be filled in. The task is followed by discussion on water problems in the Third World. (Grades 10 and above.)

Handouts were also distributed on topics connected with UNICEF and the Third World.

4. *CLOZE PROCEDURES: WHAT DO WE TEACH AND WHAT DO WE LEARN?*

presented by Tamar Feuerstein

The workshop focused on cloze varieties as teaching and testing procedures. Studies have demonstrated that cloze tasks correlate with most linguistic skills and thus can be used to test overall proficiency. Consequently, cloze procedures have been used for teaching and testing vocabulary, grammatical structures of various sorts, writing, reading comprehension and even literature. As a testing measurement, cloze has been used as a proficiency test, as a diagnostic test and as a placement test.

There is no acceptable definition for the cloze procedure. In actual reality, 'cloze' covers many different procedures. In foreign language learning has been used in a number of formats:

- Systematic deletions, e.g. the first word of every sentence.
- Random or pseudo-random deletions.
- Rational deletions — where 'rational' usually refers to content word deletion.
- Every nth word, i.e., fixed-ratio deletion (usually 5th to 8th word deletion).

The scoring methods used also vary to a great extent:

- Exact or original word scoring
- Synonyms or semantically-accepted replacements

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- Word family scores
- Clozentropy score which gives credit for responses that are the same as the responses given by a criterion group — usually native speakers of English.

Other sources of variation are the result of

- the text used
- the place where the deletions start
- the actual words deleted.

The fixed-ratio cloze procedure is the most popular format due to its ease of preparation. However, it has been demonstrated that this format taps mostly sentence-bound elements. About 60% of the words deleted are local, i.e., words that may be identified and reconstructed from their immediate sentential environment. The remaining deleted words are divided between global words, i.e., words that constitute the cohesive elements in the text, and demand comprehension beyond the sentence level, and extra-textual words, i.e., words that cannot be predicted or reconstructed for lack of additional textual information.

In discourse cloze, the focus is on measuring or teaching reading comprehension by focusing the reader's attention on textual cohesion. This goal is achieved by selecting and deleting mostly global words — words that attend to the whole text level, requiring the reader to manipulate and (re)construct meaning across the text.

The discourse cloze was demonstrated through a computer program developed for its production.*

5. *"MEANING IN ENGLISH" A NEW COURSE BOOK FOR THE INTERMEDIATE AND UPPER LEVEL* by Natalie Hess and Shai Aran, presented by Shai Aran

Stage One: The rationale for using literature in the ESL classroom was presented as a mini-lecture. Various aspects of literature as a classroom tool were brought forward; learners meet new people, they come across situations and people they can identify with, they break out of the tedious classroom situation. Literature offers masks behind which learners in their teens can speak without ostensibly disclosing themselves in front of their peers. It is well known that teenagers often have plenty to say, especially about themselves and their emotions, but are most reluctant to do so in the classroom situation. Furthermore, an emotive situation is one that will probably yield the most interesting and fruitful class discussions and especially when the protagonists are at a safe distance. Thus, a 15 year old boy will find it easier to talk about young Rob in John Wain's *Manhood,* than about his own problems with his father.

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* Olshtain, Elite, Tamar Feuerstein, Miriam Schcolnik and Danit Ben-Ari, *CRDC - Computerized Rational Discourse Cloze*, Tel Aviv University and IBM-CBET. forthcoming.

Stage Two: Working through some of the techniques employed in *Meaning in English*. Set inductions were discussed and participants then proceeded to create their own set inductions for stories they themselves had read and enjoyed.

Different anticipation techniques were demonstrated. It has been shown that people are more able to cope with a text in a foreign language and retain more from it, if anticipation for the text in question has been previously heightened. Thus procedures such as line-finding and guessing were worked through.

Stage Three: Reading a story with questions designed to generate class discussion. We composed our own "margin" questions and considered the value of using this possibility as a teaching technique. This stage also included deliberations on using a literary text as a basis for the study of grammar.

Stage Four: Description of the book. *Meaning in English* contains ten stories with numerous exercises on every aspect of the story. Many of the exercises are communicative and provide a framework for group work and pair work in the classroom. The book contains four poems, crossword puzzles and listening comprehension tapes and exercises. Stories in the book are:

Manhood by John Wain
Sixteen by Maureen Daley
The Invisible Japanese Gentlemen by Graham Greene
The Red Pony by John Steinbeck
The Lion's Share by Arnold Bennet
Home by W. Somerset Maugham
The Jew of Saragossa by Eli Wiesel
The Open Window by Saki
The Bottle Imp by Robert Louis Stevenson
The Vertical Ladder by William Sansom

6. *OPEN-ENDED EXERCISES*, presented by Penny Ur

A. *Practice*

Open-ended techniques are particularly useful for language *practice* — that is to say the stage at which we are getting our students to engage repeatedly with language that we have previously presented, in order to make sure they learn it well. Giving practice is arguably the most important thing language teachers do; and in order for a language practice exercise to be effective, it should be characterized by some or all of the following features.

1. *Volume and repetition*. A practice exercise should provide plenty of 'volume' of language for students to work with, and any vocabulary or grammar that is to be learnt should be repeated plenty of times.

2. *Success orientation*. The exercise should be designed in such a fashion as to produce successful performance of it by the students. Not only is this good for morale and motivation: it also produces effective learning: students absorb material best by actually using it correctly. If an exercise produces many wrong responses, to be corrected by the teacher, it is probably functioning mainly as a (failed) test, followed by re-presentation of the material, rather than as a practice.

3. *Interest*. Students should be motivated to engage in the activity by the intrinsic interest it generates. A boring exercise will not hold the learner's attention, and he/she is therefore less likely to learn from it.

4. *Heterogeneity*. An exercise should provide practice across the ability range of the class. It should enable weaker students to both understand and contribute, while providing opportunities for the stronger ones to show what they can do.

There are other features, but these are perhaps the most important, and the most relevant to my present topic.

B. *Open-ended Exercises*

Most exercises are composed of *cue* (by teacher or textbook, usually), followed by *response* (by a student, usually). Typical classroom exchanges are in the form of 'IRF': Initiation-Response-Feedback; the teacher initiates a cue, which the student responds to, and the teacher then gives feedback. Then there is another teacher initiation, and so on. This is nearly always what I would call a *closed-ended* technique: each teacher cue is intended to elicit one correct answer and one only. What I am suggesting here is that such techniques produce inefficient and pedagogically and educationally less valid forms of practice than *open-ended* ones, in which a single cue is designed to produce a large number of responses.

Examples of closed-ended exercises can be found in any textbook: multiple-choice questions, true/false, most comprehension questions on reading texts, matching exercises, transformation and slot-filling exercises, etc. etc.

Open-ended exercises are usually brainstorms: "Tell me all the things that are going on in the picture" or "What can/can't a baby do?" (to practise present progressive or modal *can* respectively). But there are other kinds as well: set dialogues to be learnt by heart can be made open-ended by encouraging different interpretations or different endings; matching exercises where each 'first half' can be combined with any of the 'second halves'; and of course any free discussion or decision-making exercise, or free writing.

C. *Advantages of Open-Ended Exercises*

1. *Volume*. In open-ended exercises a large number of responses is produced to any one cue, so the students are likely simply to be using more language. And the process is relatively cost-effective: you are, as it were, getting more value-for-money out of any cue you give. A minor, but also beneficial spin-off for weak readers when doing textbook exercises is that there is less reading to do relative to what they do with it when they have read it: a single read sentence can produce a lot of language work, so they do not have to spend most of their time and effort on preliminary decoding.

2. *Variety*. Responses to open-ended cues are unpredictable and varied, so students are more likely to be interested in the different answers and actually listen to one another! As we saw in our own demonstration (What can/can't a baby do?), some highly original and humorous responses tend to be generated by brainstorms, and in general the whole operation is interesting and attention-holding for both teacher and students.

Another result of the variety of responses is that the exercise becomes more heterogeneous: a slower learner can respond with a simple sentence like "A baby can eat", and a more advanced one with something like "A baby can drive its mother up the wall." It also means that pupils can succeed and get effective practice at whatever level they are — hence the success-orientation feature mentioned previously.

3. *Democracy*. Frequent use of open-ended exercises tends to generate a classroom climate of democracy and (disciplined) freedom. There is quite simply less teacher-talk going on, relative to learner-talk, and hence the class is likely to be less strictly teacher-dominated. Similarly, the teacher does not control responses, so that the pupil has more to say in what is actually communicated and 'done' with the language. Also, because of the success orientation, pupils spend less of their time making mistakes and more getting things right, so that the teacher's role is correspondingly less restricted to being superior judge, corrector and critic, and she can spend more time being stimulator, supporter, approver. Finally, because the initiative is shifted to some extent to the pupil, in cooperation with the

teacher, the general atmosphere also tends to be more cooperative, and there is more of a feeling of working together to achieve a common aim.

Obviously, I am over-simplifying more than somewhat — inevitable in a brief report like this: things are not as clear-cut or as easy as this brief summary appears to imply. But the general principles on which my remarks are based are, I believe, true; and I try to base my own teachings on them.

D. *Examples*

In the workshop we took a selection of exercises and suggested how they might be made more open-ended. Matching half-sentences, for example, could be more open-ended if we simply ignore the second "halves" and invite pupils to invent their own; or by suggesting they make, and justify, incongruous 'matches'. Comprehension questions on a text can be given *before* the text itself instead of after, so that the pupils can brainstorm possible answers, to be verified later when the text is read. Or they can take the questions in the order they choose, or select which they want to answer and delete others — or simply delete the lot and redesign their own. Vocabulary can be practised by scattering the words on the blackboard and inviting pupils to join any two in a sentence (for some reason much more fun than inventing sentences for one word at a time). And so on. Participants in the workshop contributed many more ideas, too numerous to be detailed here.

JUST PUBLISHED! STOP PRESS!

NEW ENGLISH SYLLABUS — available from "Maalot" and Eric Cohen Books (check price by telephone).

TESTS FOR GRADES 8 AND 9 (teacher's kit) — available from English Inspectorate, Ministry of Education and Culture, Jerusalem 91911 (free of charge; teachers will photocopy for pupils).

NEWS AND VIEWS FROM INSTRUCTIONAL TELEVISION

AN ANSWER TO 'SEXISM IN ENGLISH BY TELEVISION TEXTBOOKS'

by *Dvora Ben-Meir*

The study of sexism in English by Television textbooks by Joan Gisnet (EJT, 36) comes to very damaging conclusions. The purpose of this article is not to refute the findings or to argue with Ms. Gisnet regarding her research methods, but to attempt to provide a more even-handed and balanced picture of the situation and to show how the study's selection of data was biased.

The team of English by Television would first like to express complete identification with the recommendations made by the Director-General in 1981 urging a 'constant updating of textbooks towards an image of sexual equality' and the later recommendations made in 1983. It is interesting to note that the textbooks that Ms. Gisnet chose to study were published from 1975-1981, before the formal recommendations were even made. However, the very same recommendations made in 1983 were already in practice as early as 1977. In the textbooks *NEIGHBOURS*, for example, the two women in the series are portrayed as professional wage earners, working in important services, while two men are depicted as shopkeepers, and one as an engineer. Certainly this shows a sensitivity to the needs of portraying 'the wide range of roles fulfilled by men and women', a good six years before the formal recommendations were made.

It is a pity that Ms. Gisnet did not choose to include in her study the textbook *DEBBY IN HOSPITAL*, published the same year as *GABBY AND DEBBY*. For here a conscious effort was made to portray the wide range of roles fulfilled by men and women. The main male character, Mike, is a male nurse, shown to be caring and supportive, and fulfilling a non-stereotyped male role. The book also portrays a female doctor in her professional capacity as an intelligent and independent person. Debby, the heroine of the series, is depicted as an active, intelligent and independent teenager, involved successfully in problem-solving activities. The fact that this series was overlooked entirely in Ms. Gisnet's study leaves us with some doubt as to whether we have before us an unbiased and representative study of textbooks or rather a study citing only those examples which serve a pre-ordained thesis.

I would like to bring some further examples of this kind of methodological bias. Ms. Gisnet points out that the women characters in *NEIGHBOURS* spend a great deal of their time engaged in chatting and socializing. However, she fails to point that the two men in the series, Mr. Cohen and Mr. Kashtan, also appear most frequently in leisure situations, i.e., chatting, sleeping, playing a harmonica while lying in a hammock. For people familiar with the series the reason for this portrayal of both male and female roles is clear. The series depicts ***NEIGHBOURS*** and most of the situations by the nature of the series take place in the homes of the characters. It is evident that they would most likely be depicted in leisure-time activities, which are quite the same for both males and females. Ms. Gisnet emphasizes that Sharon, the nurse, is not once shown in her professional role; for that matter, neither is her husband, David, the engineer.

The article deals at length with the negative image of the 'nice but incompetent' Hana, describing her as patient but frivolous, incompetent and not careful — all based on the writer's own personal readings of the events. Does breaking a leg while riding a bike necessarily mean that a person is careless? It could be interpreted in many ways, not necessarily the writer's. She fails to interpret the 'foibles' of the male characters as harshly — she does not find fault with Mr. Cohen for failing to realize that the eyeglasses he is looking for are perched on his head, while Tammy, a girl, is the one to point it out to him. Nor does she label the painter as being incompetent for falling off a ladder. It would seem to me that Hana is no less competent than most other men or women portrayed.

The writer justifiably questions the portrayal of men and women in the parenting role and claims that only women appear in parenting roles, and men do not even once. This seems a distortion of fact, as Mr. Kashtan, though not a biological parent, is depicted throughout the series as a father figure for Benny — playing checkers with him, building a pet yard as a surprise and constantly serving as someone Benny can talk to. The writer's claim that society does not consider parenting a worthwhile role is open to debate. There are many who feel that parenting is a first priority role. Hana, though a working parent in a one-parent family, is depicted as a loving mother who gladly spends much of her time with her son. Is this not a characteristic that could be commended rather than condemned as being a negative role model?

The *NEIGHBOURS* series may have its faults, but I doubt if it has such a negative effect on children as Ms. Gisnet claims. The counting of pictures to see if more men or women are portrayed is certainly not sufficient grounds for reaching the conclusion that the greater number of pictures of males is going to 'leave its message'. Children are much more influenced by the positive behaviour of the men and women *central* to the story, than by the small, unidentifiable sketches of non-characters which the writer saw fit to include in her count.

The questions raised regarding the series *NEIGHBOURS* are useful; however, the conclusions confirm the oft-quoted adage that statistics can be misleading and used to tell only half-truths.

The criticism of the textbook for the series *HERE WE ARE* is one that many teachers can appreciate. The impossible Miss Kaplan was, however, not meant to be taken seriously. The series is a parody; the characters are meant to be stereotyped, one-faceted and non-realistic. The male as well as the female characters show the 'worst' type of behaviour which is meant to be an example of how *not* to behave. Parody may be too sophisticated for sixth graders, making it imperative for teachers to point out the absurdity of the situations and the behaviour of the characters. Men, as well as women, are portrayed in this series in a negative light. In fact, when addressing teachers on in-service training courses, I have pointed to the ridiculous behaviour of Miss Kaplan, only to be answered: 'only a manager as ridiculous as Mr. Golan would have a secretary like Miss Kaplan.' The entire series should be taken "tongue-in-cheek"; while the writer seems to have taken it realistically. Pupils should be made aware of the offensive and negative role-models and teachers should encourage pupils to draw the proper conclusions.

The series *GABBY AND DEBBY* certainly attempts to portray boys and girls in equal roles and Ms. Gisnet admits to finding such equal status. However, she finds fault with the unfair presentation of women in the series on the basis of a mechanical count of the proportionate number of men and women appearing in the textbook. This can be misleading. In education we know that what really influences our pupils are 'significant others', not just people passing by. The adults in the textbook are never fully developed; on the other hand, Debby and Gabby do serve as 'significant others' so that both boys and girls can look up to these teen-agers as positive role models. In my opinion, that effect is longer lasting than the number of pictures of non-significant men and non-significant women.

In conclusion, I would like to thank Ms. Gisnet for bringing the topic of sexism in textbooks to public attention. In this response I have tried to present a more positive and balanced reading of her findings. The bottle may be half full or half empty, and those of us involved in education realize how important it is to see the half-full side while simultaneously trying to improve on the half that is empty.

BOOK REVIEW

USING RATIONAL DISCOURSE CLOZE FOR TEACHING READING COMPREHENSION

by *Elite Olshtain, Tamar Feuerstein, Miriam Schcolnik*

Reading Comprehension Textbooks

In the new English Curriculum reading comprehension is stressed as the most important skill to be taught in the Israeli school system. Available reading comprehension textbooks represent two distinct approaches. The first regards the reading passage as a linguistic resource from which one can derive grammatical and lexical tasks. A more recent approach emphasizes the process of reading and focuses on the skills and strategies needed for comprehending the text. Both these approaches analyze different aspects of the text. Neither treats the text as a whole entity.

To supplement the two approaches, in our new book* we adopt a stand which regards the text as a totality and which recognizes the need for developing text-attack strategies that take into consideration both the cohesion (unifying linguistic elements which bind the text) and coherence (unity or relatedness of the text as reflected in a common theme or line of thought) or the text.

Consequently, we consider that one of the most important strategies in the reading process is the recognition of the cohesive elements such as anaphoric relations, redundancy of various types (e.g. synonyms, antonyms, repetition of key words, summary words) and logical relations (e.g. cause-effect, addition, constrast). These elements help readers make the proper logical connnections, analyze the text and 'put it together' in such a way that comprehension is achieved. In addition, readers make use of textual information to interpret the words they don't know; such textual clues may be linguistic or pragmatic.

Cloze Procedures

The cloze task, which was first introduced by Taylor in 1953, is a language learning or testing activity in which words are systematically deleted from a text. In order to reconstruct the text (closure), students are required to make decisions on the basis of context. In this gap-filling activity, supplying the suitable words is considered evidence of text comprehension.

The most common cloze procedure is that of fixed-ratio deletion, in which every nth word is systematically deleted from the text. The assumption is that if enough deletions are made, they will present all the linguistic and textual elements in the text.

However, it has been noted that different types of deletions tap different abilities. In fact, the recovery of function words (e.g. 'a, to, off, that') shows the reader's knowledge of syntax and grammar, while the recovery of other words may reflect textual and pragmatic knowledge (including such elements as prior experience in reading, familiary with text structure, topic and others). Function words were found to constitute the majority of the deleted words in the fixed-ratio deletion cloze; thus, the task is grammatically-oriented and does not reflect reading comprehension beyond the sentence level.

In the literature, this shortcoming of the fixed-ratio-deletion cloze was noted and a number of other procedures were suggested to teach or test reading comprehension of whole texts, among them the discourse cloze. In discourse cloze words are deleted rationally, that is, each deletion is weighted and selected on the merit of representing a textual cohesive element (i.e. a global element).

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* Olshtain Elite, Tamar Feuerstein and Miriam Schcolnik, *The English Files: Cloze for Reading Comprehension*, Am-Oved Publishers, Tel Aviv, 1988.

Discourse Cloze and Reading Comprehension

How does recovering certain kinds of deleted words facilitate the development of reading strategies? Global deletions (deletions of words that cannot be recovered within the sentence) include topic or key words, lexical repetition, summary words, and logical connectors of various sorts. If the reader uses effective comprehension strategies, the deletions will only affect his/her total comprehension temporarily, as the line of ideas is still there. The reader must be able to comprehend the passage in order to fill in the blanks with suitable words.

Cloze for Teaching Rather than Testing

The cloze task is used mostly as a testing device. However, we believe that rational discourse cloze can be a very valuable teaching tool for the advanced levels. Since most of the deletions are global, the cognitive skills involved and the depth of reading required may make the cloze tasks too difficult to be used as formal tests.

By doing the discourse cloze task, every reader develops his/her own reading strategies. The nature of the task forces the reader to read hierarchically rather than linearly by going back and forth in the text so as to understand the connections and grasp the coherence. That is the only way to recover the deleted words or find acceptable alternatives. Readers should be encouraged to read the whole selection through before filling in the missing words. This enables them to make full use of their global understanding of the passage.

The completions can later be discussed in class. The discussion should deal with decision-making strategies and with the effective use of those elements that help recover the missing words. These include, among others: contextual clues, text organizers, key or topic words, syntactic clues, type of language used, text genre, repetition, backward and forward reference, summary words.

If the completion varies from the original text, the following points may be dealt with: Is the completion appropriate in this context? Does the completion change the intended meaning? How is the learner's completion different from the original word? If the completion is appropriate in context but changes the intended meaning, how does it affect the subsequent completions?

This new book, then, represents a third approach to the teaching of reading comprehension, focuses on the text in its totality and yet does not neglect other aspects of reading comprehension. Each selection is preceded by pre-reading tasks. These tap expectation and prediction skills and prepare the reader for the text. Post-reading tasks follow each selection, activating a variety of skills and strategies and providing opportunities for summarizing and critical reading.

LETTERS TO THE EDITOR

VOLUNTEER ORAL TUTORS

Sir,

In preparing our classes for the Oral Bagrut, teachers often find that they do not have enough time to converse with pupils on an individual basis, while shy or weak pupils are often reluctant to speak out in a larger forum. At our school, the Kiriat Hinuch Comprehensive High School in Herzliah, we have found a partial solution to this problem, which I would like to share with my fellow teachers. We have organized a group of native English-Speaking volunteers, some of whom are retired people, who visit our school a few mornings a week while English is being taught in Grade 12 classes. They sit in a quiet corner of the teachers' room and converse with pupils who are sent out individually by their English teachers. Each pupil spends about 15 minutes with a volunteer, and pupils have found these talks very helpful. They also feel less pressured, since they are not being "judged" by a teacher. Just as important is the pleasure and satisfaction of our volunteers, who enjoy this opportunity to meet Israeli teenagers and feel part of the school.

I would suggest that other schools try setting up such a program, which involves no expense and is beneficial to all those involved.

Cynthia Pinchas, Herzlia

ROLE PLAYING

Sir,

I would like to propose a change in the role-playing section of the oral test at the 4 and 5 Point levels in order to improve the quality of the evaluation thereof. In essence, two examinees enter the examination room at the same time and the role-play will take place between them — with the examiner evaluating on the side (as in the proposed "Group Discussion"). The two are given a choice (either orally by the examiner or by 'drawing lots') of one out of two subjects from a list prepared by the examiner, who then allows them two or three minutes to get ready (between themselves — in English or Hebrew). Another arrangement could be choosing subjects from the test in the booklet "GUIDE TO THE ORAL BAGRUT" — as at present. Obviously, this form would be much easier, since two pupils could pair off beforehand and practise specific subjects (which is probably done now in any case). Another disadvantage here is that "scripts" might even be set up, which would lead to an unreliable test performance. If this form were to be used at all, it would certainly be only for the 4 Point level.

When the two are ready, the examiner assigns the roles. The role-play should last four minutes for the possibility of maximum marks. It is quite clear that by not having to participate in the role-playing (quite tiring indeed!), the examiner should be able to make a better evaluation than in the present form of the oral test.

Of course, all this means that the pupils, in wishing to form certain pairs, will have something to do with the order of examinees. I can see a place for the pupils' teacher having a hand in forming pairs in order to try to ensure a good performance on the part of both members of a pair. It seem to me that here it would not be feasible for the examiner to form the pairs as he/she would in the proposed "group discussion". I foresee two immediate difficulties. One is when there is an odd number of examinees, in which case the examiner *would* have to participate — but in one role play only. The other is in the case when an examiner's list of subjects is used and the Inspectorate wishes to ensure a list that is fair, rich in content, variegated and sufficiently long. It seems to me that this proposal would mean about six minutes for the role-plays: let us say 4-5 minutes for the extemporaneous talk (including the one minute preparation time), 3-4 minutes for the interview, and 5-6 minutes for the literature questions. In toto, we have 20-21 minutes. It would be made explicitly mandatory by the Inspectorate that the pupils' first station always be the interview and literature parts. This will serve as a "warm-up" for the more difficult parts. The second station would be the role-play and then, the pair having separated, the extemporaneous talk.

I believe that carrying out this proposal would lead us teachers to a search for better methods of helping our pupils to develop their oral skills.

Eliyahu Harris, Ashkelon

IN-SERVICE COURSES IN PROFICIENCY AND METHODS — PILGRIMS' COURSE

Sir,

During the Hanukka holiday it was a pleasure to welcome back to Israel two friends from the Pilgrim's Teacher-Training Courses, Paul Fagg and Jim Wingate. The three-day seminar at the Ohalo Teachers' College, on the banks of the Kinneret, was attended by forty teachers from Jewish, Beduin and Druze school in the Northern District, as well as by participants in the English Teachers' Course taking place at the College (one day a week). Paul and Jim demonstrated a great variety of

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techniques during the three days, ranging from drama to vocabulary acquisition, creative writing to listening skills. They showed us a variety of ways to use pictures to teach poetry and how to get even a class of forty pupils all speaking.

Their techniques are extremely practical and they were very generous with hints and notes. I have already had feedback from teachers on how successfully they have put into practice what they learnt with Paul and Jim. We were impressed by the well-planned programme, their energy, use of all kinds of visual aids, but most of all by their warmth and friendliness. They covered a great variety of material, inspired us to write poems and stories — and to speak, speak and speak English!

Many thanks to them for a very enjoyable three days and to the Ohalo staff who looked after us so well. And very many thanks to the Ministry of Education and to Michael Murphy of the British Council for giving us the opportunity to once again enrich ourselves with two really great teachers from the University of Kent.

Janet Ohana, Course Co-ordinator

Sir,

A two-and-a-half day course for Primary School teachers was held during Hanukka in Beer-Sheva. Sixty dedicated teachers benefited from a professionally-useful and socially-enjoyable experience, thanks to the talent and enthusiasm of a Canterbury-based group called "The Pilgrims", specializing in English Language Teaching. This short seminar was financially supported by the British Council and organized by the English Inspectorate.

The main goals of the course were to enrich the teachers' language and to suggest numerous workable ideas for the classroom. The different suggestions were presented in a lively, informal way by the Pilgrims instructors Mr. Jim Wingate and Mr. Paul Fagg, who are educators as well as born actors. They demonstrated original techniques and procedures adaptable to all grade levels, beneficial for everyday practice. The guest lecturers presented innovative ideas for interaction in class. They made the teachers participate in various activities, drawing on their creative imagination: discussing well-known paintings, composing poems extempore, brainstorming, picture interpretation etc. The instructors displayed some of the publications of their institute and distributed handouts.

Mr. Rafi Shitrit, Deputy Mayor of Beer-Sheva, represented the municipality at the reception. The following day, Mr. Raphael Gefen, Chief Inspector for English, greeted the two instructors and the teachers. The location of the conference, the modern and very convenient Beit Ariel, contributed to the success of the seminar.

I would like to thank Mr. Paul Fagg and Mr. Jim Wingate for sharing with us their wide knowledge in English language teaching, the British Council for sponsoring this course and the Beer-Sheva Muncipality for making Beit Ariel available for the event. We were glad to learn that the Pilgrims would come to Israel in the summer for the ETAI conference. We are looking forward to attending their courses once again.

Hannah Winter,

"The SUNFLOWER" — APPROVED TEXT

Sir,

In the English Teachers' Journal No 35 appears a list of new textbooks recommended by the Ministry of Education. This list did not include my unit on the Holocaust "The Sunflower", which disappointed me very much.

I have been teaching it now for a number of years (so have a number of teachers) to 5 Point pupils with considerable success. The rationale for the unit is the following:

a. The subject is compulsory in Jewish History Studies.
b. It offers possibilities of a variety of activities: speaking (role playing, simulations, discussions), reading and writing. There are, of course, weightier reasons to teach the subject. But we are always on the look-out for anything that will further our interests as English teachers.

I have consulted Dr. Hanna Ya'oz-Kest, teacher-instructor at Bar Ilan, how to avoid the harrowing aspects of the subject and have been rewarded by pupils' motivation and desire to express their ideas verbally.

The unit includes two parts. Part one is the story itself, told by Simon Wiesenthal, about a personal experience while imprisoned in a concentration camp. I condensed the original story, leaving out the extraneous parts. The story serves as an induction set both emotionally and intellectually. The second part consists of 3 essays, or responses (by Mark Goulden, Rabbi Jacob Kaplan and Cynthia Ozick) who respond to Simon Wiesenthal's questions on the morality of his conduct as described in the story. The main thesis in the story and responses (essays) is forgiveness to a particular Nazi, or to all Germans, who sincerely regret their crimes. The subject begs to be extended to present-day problems of our relations with Germany. The unit has introductory questions, summarizing questions and varied activities as well as a glossary and suggestions for oral activities.

The unit can be taught as an option for the Non-Fiction Prose section of the Compulsory Reading Programme. Teachers can also choose one essay, out of three, to be taught in preparation for Holocaust Day. Another option is to read it in order to discuss current events (the Demjanjuk trial, or other similar subjects which inevitably crop up from time to time), which is a good subject for the extended speech act of the Oral Examination.

Amalie Etkin, Ganei Yehuda

(Editor's Note: This unit is approved non-fiction prose; see the Reading programme in the JOURNAL, 36 — no list of non-fiction prose is provided by the Ministry and schools may certainly choose this unit).

EXCHANGING COMPUTERIZED TEACHING MATERIALS

Sirs,

I would like to extend an open invitation to all English teachers in Israel who own and use an IBM PC computer or an IBM compatible to exchange teaching materials which they have prepared on their computers.

I am currently in the process of forming a nationwide users group with an eye to making it easier for teachers to aid each other and exchange ideas and teaching materials.

Sharing is possible for all users of IBM compatibles, no matter which word processor the user has — WordPerfect, Word, WordStar, WordMill, EinsteinWriter, Nota Bene, etc. When transferring texts from one word processor to another — via ASCII — the text remains the same but the form must be reformulated. In this way, masses of material can be easily exchanged without retyping the text.

Anyone interested in taking part in this users group should contact me at my home in Jerusalem in the afternoons or evenings at 02-811-089.

Yehuda Ben-Dror, Jerusalem

SPELLING BEE COMPETITION 1988

Sir,

"Great, fantastic, motivating, informative, helpful, and so much fun" — these are some of the remarks pupils expressed when asked to comment on the Spelling Bee. The Spelling Bee is an annual national event that has been taking place throughout the United States for almost 50 years. It is a contest which was devised to motivate pupils to spell correctly; by learning to spell the words, the pupil also enriches his vocabulary. Writing is the fourth skill in learning a language, following listening, speaking and reading. It is also the most neglected, and therefore found to be the most difficult. Spelling is a compulsory component of writing.

As an English teacher, always open to new and innovative techniques, I decided to try it out here. The lists of ten graded levels were acquired from the United States. The idea was first presented to teachers at the E.T.A.I. Winter Conference, aroused tremendous interest and created considerable excitement among the teachers and, in turn, their pupils. Thus began the classwide, schoolwide, citywide and yet to take place, the final Spelling Bee Competition, consisting of the ten best spellers of those participating throughout the country who made it to the top. Good luck, and may the best speller win!

Phyllis De-Castro, Bat Yam

GROUP DISCUSSION ON THE READING PROGRAMME — AN EXPERIMENTAL TEST IN LITERATURE

Sir,

Out of the 200 students tested in the Oral Bagrut at the Mae Boyer High School in Jerusalem, 66 examinees were tested according to the new experimental model in the literature section, namely, in the group discussion format.

Examiners, teachers and pupils were apprehensive about this new technique, though everyone involved was very familiar with the method as a teaching and practising vehicle. After a rather stiff beginning, however, we feel methods and results to be most encouraging, leading us to believe that the group literature test is a valuable and productive means for testing both literature and extensive discourse.

At this station, 10 points were awarded for performance in literature and 10 points for proficiency — 5 for fluency and 5 for accuracy; total 20 points.

The secret of successful testing appears to be related to the presentation of broad-spectrum questions to the group. Questions were very open-ended, giving plenty of scope for response. Narrow-type questions, answerable in one word or even those eliciting a specific piece of information, were not used. They were rather of a type which enabled a group of pupils to give plenty of factual information about the piece that had been studied and candidates were rewarded for doing so. The questions were directed to give scope for what is termed 'literary competence' in directions to examiners (LEVEL 5 as specified in the GUIDE TO ORAL BAGRUT). Examiners tried to bear in mind, however, that pupils being tested were not graduates of a college literature course. Literary terms per se were hardly mentioned.

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When preparing for the oral bagrut in the classroom, it seems a good idea to encourage learners to think broadly and subsequently to give answers that are not narrowly connected to the examination question. Thus, when replying to a question such as "discuss Cattanzara", it would be appropriate to include in the response reference to the neighbourhood as it emerges from the description in the story. Though the students seemed to be at home with this way of discussion, examiners pointed out this aspect of examination before the start of the test, with examples from a piece not to be tested.

Examiners first directed a question at the group and then allowed members to brainstorm for about two minutes. Following this, each member of the group gave an opening sentence or two and after this 'round', further questions were directed by the examiner, based on what had been elicited in the previous response. Examinees were encouraged to comment on what their friends had said, agree or disagree, expand or confute interpretations and stands as they came up. Needless to say, examiners tried (and succeeded in doing so) to put examinees at ease before and during the procedure. The discussion was almost a simulation of a Friday evening conversation of young, quasi-intellectuals on a new book that has come out. Coffee was not served, however.

Though we have by no means developed a method-tight technique, the experiment is well worth while. As examiners and teachers, we welcome this innovation and feel that the group discussion based on literature will foster interesting and fruitful communicative experience in the English classroom of the 12th grade.

Pnina Rosenbluth, Mae Boyer High School, Jerusalem
Shay Aran, Peter Cole and Rina Reiner, Gymnasia Ivrit, Jerusalem

CONFERENCE ANNOUNCEMENTS

E.T.A.I. (English Teachers' Association of Israel)
Second Jerusalem International Conference
17-21 July 1988, Hebrew University of Jerusalem.
Details from: ETAI, P.O.Box 7663, Jerusalem

Association for Literary and Linguistic Computing (ALLC)
15th International Conference
5-9 July 1988, Jerusalem
Details from: ALLC 1988 Conference, Department of Mathematics and Computer Science, Bar-Ilan University, Ramat Gan

I.A.A.L. (Israel Association for Applied Linguistics)
Annual Conference: 5 October 1988. Hebrew University of Jerusalem

IRA (International Reading Association)
12th World Congress
7-10 July 1988, Brisbane, Australia
Details from: International Reading Association, P.O. Box 8139, Newark, DE 1971, USA

Linguistics Association of Great Britain
Autumn Meeting
14-16 September 1988, University of Exeter
Details from: Max Wheeler, School of Modern Languages, University of Liverpool, P.O.B. 147, Liverpool L69 3BX, United Kingdom

British Association for Applied Linguistics (BAAL)
21st Annual Meeting
16-18 September 1988, Exeter
Details from: Reinhard Hartmann, The Language Centre, University of Exeter, Queen's Building, The Queen's Drive, Exeter EX4 4QH, Great Britain

JALT
14th JALT International Conference on Language Teaching and Learning
8-10 October 1988, Kobe Japan
Details from: JALT, Kyoto English Center, Sumitomo Seimei Building, 8F, Shijo Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600 Japan

1989

TESOL (Teachers of English to Speakers of Other Languages)
23rd Annual Conference

7-12 March 1989, San Antonio, Texas, USA
Details from: TESOL Central Office, 1118 22nd Street NW, Suite 205, Washington DC 20037, USA

IATEFL (International Association of Teachers of English as a Foreign Language)
23rd Annual Conference
31 March-3 April 1989, Warwick, United Kingdom
Details from: IATEFL, 3 Kingsdown Chambers, Kingsdown Park, Tankerton, Whitstable, Kent CT5 2DJ, United Kingdom
or from: ETAI, P.O. Box 7663, Jerusalem

IRA (International Reading Association)
34th Annual Convention
30 April-3 May 1989, New Orleans, Louisiana, USA
Details from: IRA, P.O. Box 8139, Newark, DE 19714, USA

Jerusalem Book Fair
12-18 March 1989
Symposia on Reading: English 13-14 March, Hebrew 15 March

Council on the Teaching of Hebrew
Pre-Congress to the 10th World Congress of Jewish Studies on Problem of Teaching Modern Hebrew
13-16 August 1989
10th World Congress of Jewish Studies
16-24 August 1989
Details from Ben-Zion Fischler, P.O.B. 7413, Jerusalem.

1990

IATEFL (International Association of Teachers of English as a Foreign Language)
15-21 April 1990, Dublin, Ireland

AILA (International Association of Applied Linguistics)
9th World Congress
15-21 April 1990, Thessaloniki, Greece
Theme: Applied Linguistics, International Understanding and Peace Education.
Details from: S. Efstathiadis, P.O. Box 52, Artistotle University, Thessaloniki 54006, Greece

TESOL (Teachers of English to Speakers of Other Languages)
24th Annual Conference
5-10 March 1990, San Francisco, California, USA

IRA (International Reading Association)
35th Annual Convention
6-10 May 1990, Atlanta, Georgia, USA

עלון למורים לאנגלית, מס׳ 37, סיון תשמ״ח, יוני 1988

תמצית המאמרים שמופיעים בגליון זה:

INFORMATION FOR ENGLISH TEACHERS

מידע למורים על שינויים בבחינות בגרות וגמר; מילונים לשימוש בבחינות הבגרות; ספרי לימוד חדשים: תוכנית הלימודים החשדה; "40 שנות למדינת ישראל"; מורים לשפות והחינוך; "השלום ולימוד שפה";

NEW SYLLABUS FOR ISRAEL SCHOOLS

עקרונות תוכנית הלמודים החרשה באנגלית לכיתות (ד׳) ה׳־יב׳; כשירות תיקשורתית ותיפקוד תיקשורתי; מתודיקה תיקשורתית; תוכנית דיפרנציאלית לתלמידים מתקשים; מבחנים והערכה; מטרות מדורגות לחינוך היסודי, להטיבת הביניים ולחטיבה העליונה.

ARTICLES ON LANGUAGE TESTING

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ENGLISH TEACHERS' ASSOCIATION

עידכון ידיעות על פעולות אגודת המורים לאנגלית, לרבות ההכנות לועידה הבינלאומית; דוח״ות הסדנאות מועידת החורף, חנוכה תשמ״ח.

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ספר למוד חדש שמלמד הבנת הנקרא באמצעות תרגילי "קלוז".

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משרד החינוך והתרבות
המזכירות הפדגוגית - הפיקוח על הוראת האנגלית

עלון למורים לאנגלית

(כולל "דפי הדרכה לאנגלית")

מספר 37
סיון תשמ"ח, יוני 1988

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למורים
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Teachers of English are invited to write short articles, reports and letters to the editor. Please write to "English Teachers' Journal", English Inspectorate, Ministry of Education and Culture, Jerusalem, 91911.

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במשרד החינוך והתרבות, ירושלים 91911,
לכתובת זו יש לכוון את פניות הקוראים.
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INFORMATION FOR ENGLISH TEACHERS

New English Syllabus for Schools

The long-awaited new syllabus has now been published and a copy sent to every school. In addition, every teacher and student-teacher should possess a copy, since the syllabus is not just a catalogue of structures, items and aims, but a guideline to methodology and classroom practice. Chapter headings are the following:

PART ONE: *RATIONALE* — 1. Aims and Objectives; 2. Communicative Competence and Performance; 3. Communicative Methodology; 4. A Differential Syllabus for Less-Able Learners; 5. Evaluation of Pupils; 6. Courseware.

PART TWO: *GRADED OBJECTIVES* — 7. Objectives for Primary School, Intermediate School (Division), Upper School (Division); 8. Grammar Programme; 9. Lexicon; 10. Script Handwriting; 11. Punctuation Rules to be Taught; 12. Some Recommended Situations and Topics; 13. Addendum: Teaching English to "Native Speakers".

The syllabus is available from the publishers "Maalot" and from Eric Cohen Books, Rehov Hankin 5, Raanana (052-453206, 455345), Binyan Clal 320, Jerusalem (02-241773), Simtat Sidon 3 (corner Rehov Nevi'im), Haifa (04-661259).

National Spelling Competition

"Spelling Bees" on a school, local, regional and national level will take place during the current school year, based on the approved lexicon for schools in the new syllabus (advanced levels in the spelling bees will have additional items). Teachers wishing to participate should contact Phyllis de Castro, Agnon School, Rehov Shaul Hamelech, Bat Yam. Pupils gaining top places at the various levels will receive certificates and/or prizes. See Phyllis de Castro's "Letter to the Editor" in the ENGLISH TEACHERS' JOURNAL, No. 37 (June 1988).

Achievement Tests for Grades 8 and 9

"Teacher's Kits" for these tests are now available from the English Inspectorate, Ministry of Education and Culture, Jerusalem 91911, free of charge to teachers applying on school-headed notepaper. Schools will photocopy the tests in sufficient numbers for their pupils. The Grade 8 "kit" consists of a Diagnostic Test for entry to Grade 8, various Progress Tests on specific grammar structures, an Achievement Test and a Teacher's Guide. The "kit" for Grade 9 consists of an Achievement Test and a Teacher's Guide. A similar kit for Grade 7 is now in the press. Reminder: an achievement test for Grade 6 is available for a small charge from "Atlas", Rehov Shoshan 4, Jerusalem (02-247746) and Rehov Tschelnov 49, Tel Aviv (03-378901 and 377890) — class orders only, not individual copies. The Teacher's Guide for the Grade 6 tests is available free of charge from the English Inspectorate, Ministry of Education & Culture, Jerusalem, 91911.

The "Lila Bet-El" Memorial Library and ELT Centre, Kiriat Gat

The Library and Centre have been set up as a memorial to the late Lila Bet-El, the well-loved and courageous English Inspector for the area, whose sad death after a lengthy illness was a severe personal and professional blow to teachers all over the country. The family have set up a Trust (*amuta*) to have oversight of the project, which will be run by the Ministry of Education, Southern Division and English Inspectorate, and the Kiriat Gat Municipality.

Oral Bagrut Test, 1989

Teachers, examiners and Inspectors are now setting up the Oral Bagrut tests for the current school year; many schools have indicated that they wish their pupils to be tested early, rather than wait until the last moment. The earlier the examination date the more convenient, organizationally. There will still, unfortunately, be only two 'Stations' in this year's test, as in past years, but schools interested as an experiment in introducing a GROUP DISCUSSION as part of the test may do so as their "STATION TWO" on the following conditions:

(i) the English Inspector for the school approves the experiment;
(ii) the subject of the GROUP DISCUSSION is the Reading Programme;
(iii) only FIVE POINT examinees take part in the experiment;
(iv) STATION ONE consists of the INTERVIEW and either a ROLEPLAY or a MONOLOGUE (Extended Speech).

See JOURNAL 37 for a full description of the experimental Group Discussion.

The hitherto prescribed set of pictures and roleplays is no longer obligatory and schools may choose, if they wish, their own pictures and roleplays. The "Guide to the Oral Bagrut Examination" by Hazel Cameron will therefore no longer be the offical Guide to the test; a new Teacher's Guide is now in the press, consisting of Guidelines for Examiners, the Scales of Marks for ACCURACY, FLUENCY and the READING PROGRAMME (as in the "Guide" by Hazel Camron — no changes), some *suggestions* for pictures, roleplays, monologues, etc, and an anthology of articles and suggestions for testing the various subskills. Many of these articles and suggestions have appeared in various issues of the JOURNAL. Editors of the new "Teacher's Guide" are Dr. Renée Vorhaus and Raphael Gefen.

Schools must inform the examiners which items in the Reading Programme they have studied (5 Points: one drama, 10 poems and 4 other items — short stories and/or non-fiction prose; 4 Points: one drama and two other items OR two short stories and two non-fiction prose OR six non-fiction prose). For a full list of the Reading Programme, see JOURNAL 36. The examiners will then inform the teachers which parts of the Programme studied will be tested (50% of the study programme). Schools will likewise inform examiners what general areas of interest have been discussed in school (e.g. "sports", "current events") to help the examiner to choose appropriate topics for the MONOLOGUE (Note: the examiner chooses the topics, not the school). Schools will also inform the examiners which roleplays have been practised (5 Points: 25 roleplays; 4 Points: 20 roleplays) and the examiners will choose from among them. Schools that wish to (4 and 5 Points) may also "study" 30 pictures, chosen by the school, and will provide the examiners with a set. If the examiner chooses to do so, he/she may use these pictures as part of the INTERVIEW or the MONOLOGUE.

THREE-POINT ORAL TEST: 10 PICTURES (school choice), INTERVIEW, 10 ROLEPLAYS (school choice); The "bonus" hitherto given on the ACCURACY and FLUENCY scales of marks has been cancelled.

Bagrut Examinations 1989: Repeat Notice

As stated in JOURNAL 37, a circular to schools, and the Director-General's Bulletin, some minor changes will be introduced in the written papers, as follows:

1. *GEMER EXAMINATION*, Summer 1989

(a) Reading Comprehension: questions in English, answers in Hebrew or Arabic (as in the older format, replacing the translation exercises of the past three years).

(b) "Editing" or unscrambling a short narrative — deleting sentences which do not "belong" to the story.

The other sections of this paper remain as before:

(c) translating an advertisement to Hebrew or Arabic

(d) Reading Comprehension (English answers) — potted biographies.

(e) Cloze exercise (multiple-choice or from a given list of words). The dialogue-completion test will be cancelled as from the above date.

2. *THREE-POINT BAGRUT EXAMINATION*, Summer 1989

(a) Reading Comprehension (answers in English); a shorter and easier text than in the 4 point examination (hitherto both the 3 point and the 4 point have had the same text and the same questions); the questions will be objective, mainly multiple choice but also "restricted open response", e.g. sentence completion.

(b) An additional language exercise consisting of discrete point multiple-choice items testing grammar and vocabulary. This exercise will be easier than the corresponding new language exercise in the 4 Point paper.

The other sections of this examination paper remain as before:

(c) Reading Comprehension — answers in Hebrew or Arabic; the same text and questions as in the 4 Point paper.

(d) Listening Comprehension — the same text and questions as in the 4 and 5 Point papers.

(e) Language Exercises — objective-style cloze (multiple-choice or items from a given list) and dialogue completion (interrogatives).

(f) Oral Test — structure and evaluation specific to this level.

3. *FOUR-POINT BAGRUT EXAMINATION*, Summer 1989

(a) An additional language exercise consisting of contextualized multiple-choice cloze-type exercises (testing discrete points at sentence level rather than overall comprehension of the passage), testing control of various grammatical structures and lexical items. Alternatively, these discrete points will occasionally be tested in a "traditional" (separate sentences) multiple-choice format.

The other sections of this examination paper remain as before:

(b) Reading Comprehension (English answers) — the same text as in the 5-Point paper, but with some (not all) questions being different (more objective and fewer open-ended).

(c) Reading Comprehension — questions in English, answers in Hebrew or Arabic, some open-ended and others multiple choice.

(d) Listening Comprehension — as in the 5 point paper.

(e) Language Exercises — cloze (20 items, part of the 5 point cloze exercises) and dialogue completion.

(f) Oral test (battery style, as in the 5 point examination).

4. *ONE-POINT SUPPLEMENTARY EXAMINATION השלמה*, from 4 to 5 Points.

Examinees will write a Composition and do all the Language Exercises from the 5 Point paper of the same date. Marking is internal (done by the school).

5. *FIVE-POINT EXAMINATION*, Summer 1989
(a) Cloze test — 25 items instead of the 20 hitherto.
(b) Rewrite exercise — 15 items instead of the 10 hitherto.
(c) Reading Comprehension
(d) Listening Comprehension
(e) Written Composition
(f) Oral test

Bagrut Examination Changes 1990 — Repeat Notice

The following changes will be introduced in the Summer 1990 examination date:

1. *THREE-POINT EXAMINATION (SECRETARIAL AND MANAGERIAL TREND); SPECIFIC EXERCISES IN THE FOUR-POINT PAPER*

This paper will be cancelled as from the above date. Examinees at the 3 point level will sit for the regular 3 Point paper, more advanced examinees will sit for the 4 Point paper, which will contain specific language exercises in secretarial and management English to be obligatorily answered by these examinees instead of the cloze and the discrete-point language exercises done by other examinees. The secretarial-management examinees will be tested as follows:
(a) writing a business letter (specific).
(b) translating an advertisement from English to Hebrew (specific)
(c) dialogue completion (in the circular sent to schools it was mistakenly stated that these examinees will do the cloze exercise) — as other examinees.
(d) Reading Comprehension (English answers) — as other examiness.
(e) Reading Comprehension (Hebrew answers) — as other examinees.
(f) Oral Test — as other examinees, but including specific items.
(g) Listening Comprehension — as other examinees.

2. *ONE-POINT SUPPLEMENTARY EXAMINATION השלמה*, from 3 to 4 Points.

Supplementary examinations of 3 to 4 points and 4 to 5 points may only be taken after the candidate has finished school. Under no circumstances are schools allowed to "split" a 4-Point paper, for example, and to present pupils for a 3 Point examination in Grade 11 and a supplementary 1 Point in Grade 12.
(a) Reading Comprehension (English answers), as in the 4 Point paper.
(b) Language Exercises, as in the 4 Point paper (see "FOUR-POINT EXAMINATION, Summer 1989" above).

Dictionaries for Use in the Bagrut Examinations

GEMER and THREE POINTS: any bilingual dictionary.

FOUR POINTS: Oxford Student's Dictionary for Hebrew Speakers (Hornby/Reif);
Harrap's English Dictionary for Speakers of Arabic (Collins/Kassis/Angel);
Both the above dictionaries are published by Kernerman Publishers.

FIVE POINTS: Hornby et al. "Advanced Learner's Dictionary";
"Collins English Learner's Dictionary";
"Longman Dictionary of Contemporary English" (new edition, 1987);
"Longman Active Study Dictionary" (1989-1990, thenceforth not permitted as too limited);
Hornby: "Oxford Student's Dictionary of Current English".

The "Longman Dictionary of Contemporary English" is an addition to the list of approved dictionaries, but only the new edition (1987) may be used, since it incorporates a number of corrections of items concerning Jews and Israelis (see ENGLISH TEACHERS' JOURNAL 29, December 1983).

New Textbooks Approved by the Ministry of Education and Culture

MIXED BAG, by Marcelle Dray and Dalia Stein, published by Eric Cohen Books and meant primarily for Grade 8. Each unit contains reading passages, comprehension exercises, vocabulary exercises, grammar explanations and exercises, listening activities, communicative activities and enrichment materials. The book is accompanied by a Teacher's Guide and cassette. Grammar structures are: review of the grammar syllabus for Grades 5-7, Past Progressive, Modals, Passive, Two-word Verbs. Morphology (word formation, affixation, etc.) is also taught intensively. Language functions taught include Introductions, Agreement, Apologies, Permission, Directions, Advice. The book is broadly based on the new Syllabus.

A COLLECTION OF STORIES, by Yaffa Kleiner-Brandwein, published by Eric Cohen Books, primarily meant for Grade 9. This is a Reader only and should be used as supplementary material to an approved textbook. Ten well-known stories (e.g. the Monkey's Paw, A Mother in Manville) are followed by comprehension exercises, some vocabulary work and themes for discussion.

MORE ABOUT JOEY AND LIZ IN SPACE, by Lillian B. Englander, published by University Publishing Projects — the second in the "Joey and Liz" series, meant for pupils who have been studying English for two years. It teaches English through 'space people' who exhibit human attributes and behaviour. Grammar and vocabulary are learned in context (Grade 6 grammar syllabus); reading, writing and spelling skills are related to the context; pronunciation and speaking skills are outgrowths of the text, and there are abundant opportunities for 'quasi-communication' through dialogues and role-play, and for 'real-communication' through discussions of values drawn from the text. Broadly based on the new Syllabus.

I AM A TEENAGER, by Rachel Saperstein, published by University Publishing Projects, meant for *very weak* learners in Grades 9 and 10. It is especially suitable for listening comprehension activities and language laboratory work (cassette). The book deals with teenagers' feelings, examines specific aspects of students' lives and uses natural everyday language.

THEMES IN PROSE AND POETRY (Focus on Vocabulary), by Valerie Whiteson-Klasewitz and Nava Horovitz, published by University Publishing Projects, for intensive and/or extensive reading in Grades 9 (advanced classes) and 10, and therefore supplementary material to a regular textbook. The texts, in original and unsimplified language, are presented in units and accompanied by comprehension questions (oral discussion), vocabulary completion exercises and cloze passages based on the story. Unit titles are: When I Was Very Young, Patients, A Man's Best Friend, Imagination, Fifteen, Truth and Consequences, Lest We Forget, Discrimination, Work Ethics, Changes.

READING EVERYWHERE, by Joan Glasner and Lola Katz, project leader Elite Olshtain, published by University Publishing Projects, for intensive reading in Grades 10-12. This is the Reader intended to accompany the multi-media "Here, There and Everywhere" series of Educational Television and the ESH Project of Tel Aviv University, but is also suitable for users of other course books. The Reader develops the themes of the units in the multi-media series through unsimplified and unedited works of literature, which are accompanied by exercises geared to individual, pair, small group and whole-class work. The texts and exercises are designed to reinforce and further develop the pupils' communicative competence. Units are: Doing It Her Way, First Impressions, People on the Move, From Drum to Satellite, Dilemma, Beyond Words, There Are Two Sides to Every Story, Out On His Own, Money Makes the World Go Around?, and Different Viewpoints.

LEXILAND, by Karen Baron and Gay Bergman, published by Eric Cohen Books, meant primarily for Grade 7, broadly based on the new Syllabus. It teaches all the language skills systematically, using a structural approach. Grammar patterns taught (or re-taught) are the Present Progressive, Present Simple, Stative Verbs, Past Simple, Count and Non-Count Nouns, Future (GOING TO, WILL, Present Progressive), Reflexive Pronouns, HAVE TO, CAN/COULD, Adjective and Adverb Comparison, Prepositions and Word Order. Vocabulary is also taught intensively. The story-theme of the book is a trip by two youngsters, who are taken around by a guide in a kind of 'amusement park' where they use appropriate language patterns in contexts of "Present Centre, Land of the Past, Eat Out, Future World, Magic Castle, Tell-A-Lot, Upside-Down Country". A listening comprehension cassette accompanies the book.

ON THE SPOT, by Rivka Ganz Bar-Hama and Gavriella Shoshani, published by Gestalit Haifa, meant primarily for Grade 8, composed of 13 systematic units, a summary of the grammar taught (review of the grammar syllabus for Grades 5-7), past progressive, gerunds, modals, passive voice, punctuation, and a translated glossary. Word formation and semantics are also dealt with intensively. Each unit includes reading passages, listening comprehension material, vocabulary and grammar work, role play and group discussions, games and puzzles. The book is accompanied by a detailed teacher's guide (not yet published at the time this issue of the JOURNAL went to press) and a cassette with listening tasks and recorded stories from the book. This textbook is broadly based on the new Syllabus.

STEPPING STONES, by Anna Sotto, published by Eric Cohen Books, meant primarily for Grade 9 (A level pupils), and broadly based on the new Syllabus. The grammar programme includes a review of the grammatical structures taught in Grades 5-8, Present and Past Perfect, Phrasal Verbs, Modals, Relative Clauses, Conditional Clauses, and Reported Speech. Vocabulary is taught intensively. The book also contains group work, role play, writing, oral and listening activities. Accompanied by a teacher's guide and cassette.

FUN IN THE SUN, by Judy Yaron, published by Eric Cohen Books, meant primarily for weaker learners in Grades 7 and 8 (lower B level): intensive language work, mainly vocabulary, oral, pronunciation (including sound-spelling correspondences) and listening activities, short reading comprehension passages, heavily illustrated and some grammar reteaching of structures from the syllabus for Grades 5-6.

"Teaching the Pedagogical Grammar of English" (repeat notice)
This handbook for teachers (revised edition), compiled by Raphael Gefen and published by the Ministry of Education and Culture, deals systematically with the grammar patterns specified in the new Syllabus. The patterns are described and explained, contrasted where necessary with Hebrew, and accompanied by didactic suggestions. The book also reprints the article "Teaching Grammar as Part of Meaningful Communication", which first appeared in the ENGLISH TEACHERS' JOURNAL, 25. Available from the Minsitry of Education distributors (see list in these pages).

"BAGRUT EXAMINATIONS, FOUR & FIVE POINTS, 1984-1987" (repeat notice)

A collection of past Bagrut examination papers, together with the scripts of the Listening Comprehension tests and additional Language Exercises, has been published by Eric Cohen.

Newspapers in Simplified English

The GOOD TIMES Publishing Company issues the following monthly newspapers:
ABC Times — for Grades 5, weaker 6, good Grade 4
Sunshine — for Grade 4
Just for You — for Grades 6 and weaker 7
Good Times — for Grades 7,8,9
Bagrut Times (new publication) — for Grades 11, 12. News stories, features, Bagrut-style passages and exercises, glossary.
Address: GOOD TIMES, POB 3576, Jerusalem 91035. Tel: 02-525353.

THE JERUSALEM POST publishes the following monthly newspapers:
Hey There! — for Grades 7-9, and less advanced pupils.
Student Post — for Grades 10-12
Yours — for weaker older learners (GEMER or less). Short news items and features, amply illustrated, glossary.
Address: THE JERUSALEM POST, POB 81, Jerusalem 91000. Tel: 02-551616, Text. 218.

Distributors of Ministry of Education Publications

1. תל־אביב — "אטלס" — צ׳לנוב 49 , טל׳ 03־378901, 03־377890. מרכז תצוגה, רכישה מקום.

   ירושלים — "אטלס" — שושן 4, טל׳ 02־247746

2. ירושלים — אריק כהן, בנין כלל, חנות 320, טל׳ 02־241773, רכישה במקום.
3. תל אביב — שיווק אמיר, אלקלעי 7. טל׳ 03־446095.
4. תל־אביב — "מורשת" — אבן גבירול 116, טל׳ 03־449485.
5. תל אביב — "ספרי" — נחלת בנימין 30, טל׳ 03־654517.
6. תל אביב — "ספרי" — דרך ההגנה 67, שכונת התקוה, טל׳ 03־336833.
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10. רמת השרון — "ספרי" — אוסישקין 20 (סוכנות לתלמידים), טל׳ 03־480252.

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12. חולון — "ספרי" — סוקולוב 79, טל׳ 03־885797.

13. חולון — "גול" — סוקולוב 100, טל׳ 03־840848.

14. פתח תקווה — "סנדרס" — סוכן נייר, הזמנות בטל׳ 03־922876.

15. רמת גן — "ספרי" — ז׳בוטינסקי 31, ת״ד 3101. טל׳ 03־7515121.

16. רמלה — "פאפירוס" — שדרות הרצל 73, רמלה, טל׳ 08־229271.

17. ירושלים — "בית הלל סלוצקי" — הלל 4, טל׳ 02־244848.

18. ירושלים — תמיר — רח׳ בית הכרם 29, ירושלים.

19. ירושלים — תמיר — רח׳ בן־יהודה 2, טל׳ 02־249556.

20. בית שמש — "מסוה" — השבעה 6, טל׳ 02־912416.

21. חיפה — אריק כהן, סמטת צידון 3 (פינת נביאים), טל׳ 04־661259. רכישה במקום.

22. חיפה — "אטלס" — דבורה, טל׳ 04־667473.

23. חיפה — "בטלהיים את תמיר בע״מ" — נורדאו 34, טל׳ 04־641666, 04־667045.

24. חיפה — "ספרי" — החלוץ 16, טל׳ 04־662465.

25. רעננה — "אריק כהן" — חנקין 5, טל׳ 052־31725, 052־455345, 052־453206, רכישה במקום.

26. רעננה — "ספרי" — קרן היסוד 1 (פינת אחוזה), טל׳ 052־912874.

27. עפולה — "דבר" — ארלוזורוב 11, טל׳ 065־93531.

28. כפר סבא — "אלדין" — ויצמן 89, טל׳ 052־442851.

29. נתניה — "ספרי" הרצל 34, טל׳ 053־23991.

30. טבריה — "ספרי" — כיכר רסקו.

31. צפת — "גרינבוים" — ירושלים 59, טל׳ 069־30249.

32. באר שבע — "רודיק" — גרשון 25, טל׳ 057־32000, 057־78110.

33. באר שבע — "ספרי" — ההסתדרות 38, טל׳ 057־70692.

34. ניתן לבצע הזמנות בכתב במרכזים הפדגוגיים ברחבי הארץ.

Dyslexia and ELT in Israel

Many teachers find they have dyslexic pupils in their classes, for whom learning English as a foreign language is a specially difficult task. Our colleague ***Mrs. Lindsay Peer*** has been active in this area for some time and has recently returned from studying the issue at a special Institute in England. Various activities (conferences, a "clinic", counselling) are being planned for the English teachers in Israel; as a first step, teachers interested in the problem should write to the "English Inspectorate, Ministry of Education and Culture, Jerusalem 91911".

Listening Comprehension Bagrut Test (Summer 1988): Broadcast Script and Questions

Sam: "Hello, Joe. I've just had a wonderful idea. How would you like to come with me and visit the Zoological Centre in Ramat Gan?"

Joe: "What's going on, Sam? Is this another of your crazy ideas? I suppose you mean the Safari Park."

Sam: "No, this is something else. *I don't mean the Safari Park — I mean the Zoo.* I went there last week — it is a large place, about 500 dunams, with some thousand animals and many birds and reptiles. I got a booklet there which tells you all about it."

Joe: "O.K., Sam, tell me about it. I go there quite often, but I don't really know anything about the history of the Zoo."

Sam: "Well, there always was a Ramat Gan National Park and over twenty years ago the Director decided to set up an "animal corner" in the Park, so he went off to Africa to collect some animals for this corner and he..."

Joe: "But wasn't there already a Zoo, in Tel Aviv?"

Sam: "Yes, Joe, of course there was. It was started way back in the 1930s. But it's not relevant to my story, so stop interrupting and try listening for a change."

Joe: "All right, all right, but just don't be so pompous."

Sam: "Well, as I was saying before you interrupted me, Mr. Kirmeir, that's the name of the Director of the Ramat Gan National Park, made his first trip to Africa in 1963 and came back with an elephant, two giraffes, some deer and many other small animals."

Joe: "What, all on one ship?"

Sam: "Yes, Joe, all on one ship. He actually made a number of journeys and he tells an amusing story about a storm in which everyone was sick, including the animals."

Joe: "Did any of them die, I wonder?"

Sam: "No. The ship's doctor had some medicine against seasickness and he gave it to the passengers and also to the animals and everyone survived, so that..."

Joe: "Oh (yawns). This is getting too long-winded, as is usual with your stories, and we haven't got to the Safari Park or the Zoological Centre yet."

Sam: "Listen, I'll buy you another coffee so that you can relax and hear the whole story. It's worth listening to."

Joe: "Good, but do please get to the point as soon as you possibly can."

Sam: "Well, at about the same time, in the 1960s that is, the first Safari Park was opened, in England. The idea was to let the animals wander around freely in natural surroundings and people could observe them. They placed some of the animals in areas surrounded by deep canals which the animals could not cross or jump over. They also built roads along which cars or trucks could go and from which people could observe the animals in safety, from the inside of their cars. So the animals were taken out of *their* cages and the people were put *into* cages on wheels."

Joe: "That's just what happens in our Safari park!"

Sam: "At last you're beginning to understand. Well, Mr. Kirmeir persuaded the then Mayor of Ramat Gan, Mr. Krinitzi, to build a Safari Park. They bought some animals and the Ramat Gan Safari Park was opened in 1974, only fourteen years ago. El Al brought in sixteen lions on a special flight — and where do you think they came from?"

Joe: "From somewhere in Africa, I suppose."

Sam: "No. Today you would hardly believe it — they came from Iran. In those days there were regular flights between Teheran and Tel Aviv."

Joe: "I still don't know what all this has to do with the *Zoological Centre* in Ramat Gan."

Sam: "Well, it's like this. Not all the animals went to the Safari Park; some went to the Tel Aviv Zoo, but the Tel Aviv Zoo was getting too crowded and so it was decided to close it and to ***unite the Tel Aviv Zoo and the Ramat Gan Park*** to form the new Zoological Centre and this was opened in 1981, so that now we have a ***Zoo which is part of the Safari Park***."

Joe: "I must say that I don't like the idea of keeping animals locked up in cages at all."

Sam: "Oh, dear. Don't you understand that most of the animals are free to wander around?"

Joe: "I know, but at least in their natural habitat they see all kinds of other animals. Here they have to look at people like you, and if I were an animal, I would find that most depressing."

Sam: "Cheer up — I'll buy you another coffee."

Joe: "No need. I suppose I have no choice in the matter. Let's get to the Zoological Centre or I'll have to hear yet another of your stories."

(see LETTERS TO THE EDITOR in this issue of the JOURNAL)

Questions

(a) Joe as[illegible]am to tell him:

(i) about the Safari Park in Ramat Gan
(ii) about the Zoo when it was in Tel Aviv
(iii) where he got the booklet
(iv) about the Zoological Centre in Ramat Gan

(b) In 1963, the director collected the animals for the Ramat Gan Park:

(i) with the help of Mr. Krinitzi
(ii) from Iran
(iii) from Africa
(iv) with the help of El Al

(c) On Mr. Kirmeir's first journey back, many of the animals:

(i) were sick
(ii) died
(iii) disturbed the passengers
(iv) escaped

(d) Where was the first Safari Park opened?

ANSWER: In ....

(e) The words "cages on wheels", said by Sam, refer to:

(i) ways of protecting animals
(ii) means of transporting people safety
(iii) ways of moving cages from one place to another safely
(iv) means of transporting animals safely

(f) The lions were brought to Israel by:

(i) air
(ii) Mr. Kirmeir
(iii) sea
(iv Mr. Krinitzi

(g) What does Joe feel about keeping animals in captivity?

(i) It is safer for them than in their natural habitat.
(ii) It must be sad for the animals.
(iii) It enables people to learn about animals.
(iv) It is a good idea as long as they are free to wander around.

(h) Joe tells Sam that he (Sam) tells stories:

(i) without being asked
(ii) that are boring
(iii) without knowing the facts
(iv) that take too long to get to the point

(i) Sam and Joe are friends who:

(i) are always polite to each other
(ii) are arguing bitterly with each other
(iii) tease and make fun of each other
(iv) have just met at the Zoological Centre

(j) Did Joe accept Sam's invitation?

ANSWER: ....

E.T.A.I

ENGLISH TEACHERS' ASSOCIATION OF ISRAEL, P.O.B. 7663, Jerusalem

אגודת המורים לאנגלית בישראל

ANNUAL REPORT

E.T.A.I. has progressed immensely in this past year and has increased both its membership and scope of activities in the past twelve months.

Under the capable stewardship of Ruben Bar On, the membership drive has become well-organized and coordinated. Today, membership (1987/88) stands at close to 1350. Of course, E.T.A.I. members are highly critical and demanding but we hope to be able to respond to their requirements.

We would like to clarify the situation regarding the ETJ which for some time now has caused confusion. Number 37 belongs to the 1988/89 subscription year even though it is dated July 1988. All paid-up E.T.A.I. members from 1987/88 received two ETJ issues, numbers 35 and 36. In order to clear up this confusion, we are requesting the Ministry of Education to date the ETJ issues according to the E.T.A.I. subscription year.

In order to avoid disappointment and irritation, please make sure that the office has correct details (address, phone, mikud, etc.) so that E.T.A.I. mail is received quickly and in time for events. *Don't forget to renew your E.T.A.I. membership for 1988/89.*

For most of the year, E.T.A.I. was hampered by the absence of a secretary/office manager to run the office, with much of the work being done by Ruben (updating membership lists can be very onerous). Judy Ernstoff's advent has changed the face and tone of things tremendously. The E.T.A.I. office has become the dynamic nerve center of the organization and Judy (02-238-762) will be prepared to help all members from 9:00 to 13:00, Sunday through Thursday.

Not all branches functioned as effectively as others, but one should mention the dedicated work done by the Jerusalem, Petach Tikvah and Rehovot branches. The Jordan Valley, Ra'anana and Upper Galilee groups too had a number of good meetings. The Triangle branch headed by Salah Mahajnah had a number of interesting activities and they propose both to widen and deepen their areas of interest. We are very gratified that E.T.A.I. in the Arab and Druze sectors is also rapidly developing.

S.I.G.'s — Special Interest Groups have not as yet taken root in E.T.A.I. but there is a great deal of interest in setting up a framework for "Teaching Native-Speakers/English Speakers." "Computer-Assisted Language Learning" too has aroused a great deal of attention amongst members. To remind readers and members, S.I.G.'s are there to enable members to meet to discuss specific areas on an ongoing basis. Some suggestions for groups are:

1. Slow learners
2. Young learners
3. Creativity
4. Drama in the English lesson
5. Support groups
6. Teacher development
7. Teaching Native Speakers (see Workshop Report in this issue of ETJ)
8. Teaching English to Adults (Lieska Bloom, Rehov Shachar 4, Jerusalem, Tel: 02-528846)
9. Teaching Technical English (Jonia Galewski, 15 Rahel Imenu, Jerusalem, Tel: 02-664432)

The list is never-ending but the formation of S.I.G.'s depends on members' needs themselves and not on an executive decision.

This year E.T.A.I. will be holding its three annual national events — Winter, Spring and Summer Conferences. Please support E.T.A.I. by taking out early membership. It does facilitate matters for the organization and enables us to plan for the future.

E.T.A.I. has passed the stage of an amateur organization to that of an efficient well-planned organization. Directions for the future depend on the members themselves being prepared to invest and contribute. We look forward to your comments, suggestions, and contributions.

Ephraim Weintroub, National Secretary

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SECOND JERUSALEM INTERNATIONAL CONFERENCE: "LET'S CONNECT" — A NAME THAT SERVED MANY DIFFERENT PURPOSES

by *Sheila Been* and *Ephraim Weintraub*

The Second International Jerusalem Conference on TEFL/TESOL, "Let's Connect", took place on the Mt. Scopus Campus of the Hebrew University, Jerusalem from July 17-20, 1988.

Walking down the corridor on Sunday July 17 at 3 p.m., one was struck by the atmosphere of quiet and serious industry; every seat at every cafeteria was occupied. One could identify these people as Conference participants rather than University students cramming for an exam by the array of *Jerusalem Post* "Let's Connect" bags and by the Meisler fountain on the poster, brochure and program cover, which became the hallmarks of the Conference. These conscientious English teachers were sitting and studying the E.T.A.I. Conference program in order to plan their three-and-a-half day "immersion course."

This planning was not easy; it took the Conference Committee over 2 ½ years of gradually-mounting pressure. This Committee consisted of Jean Vermel, convenor, who gave the Conference her full dedication and devotion and who worked in close cooperation with Sheila Been, E.T.A.I. Chairperson, Shai Aran, Dvora Ben Meir, Ruben Bar-On, Evie Ezra, Irma Goodman, Esther Lucas, Ditza Verter, and Ephraim Weintroub. Special thanks are due to Michael Murphy, ELO, British Council, who not only provided British Council support but also gave us many hours of his time, and Raphael Gefen, who was available whenever needed.

The Conference program included some 210 presentations — plenary sessions, workshops, lectures, talks, mini-courses, 3-hour courses, panel discussions, time for repeats and, of course, social events. While it took teachers only several hours to plan what to attend, it had taken the Conference Program Committee several months of intensive work to prepare.

We were honored by the presence of Prof. David Crystal, from the University College of North Wales, well-known broadcaster, television star and author, who gave the keynote address at the inaugural ceremony, and set the tone for a very "participant-friendly" Conference. Our many plenary sessions were presented by such stars from the USA as Prof. Marianne Celce-Murcia from UCLA, who presented innovative ideas for the teaching of grammar; Prof. Herb Seliger, who gave an erudite lecture on the role of teaching grammar; from Britain, Gillian Porter Ladousse, based in Paris, who presented ideas on materials construction and literature-based approaches to language teaching; Keith Morrow, who spoke on communicative testing; Shelagh Rixon, who dealt with listening comprehension and games; Marion Geddes, our old friend, who presented her ideas on teaching adults. These invited guests came through the courtesy of The British Council, the USIS, IATEFL, TESOL and private donors.

Many other plenary sessions were presented by local stars, amongst whom were Raphael Gefen, Elite Ohlstain, Elana Shohami, Penny Ur, Aryeh Wohl, and by other representatives from abroad.

Well-received innovations were the six-hour mini-courses, the three-hour sessions, panel discussions and the "Breakfast with a Star." As a result of their popularity, these innovations will no doubt be repeated at future conferences. A special feature of the Conference was the recording by the BBC (in cooperation with Kol Yisrael) of the closing panel "Burning Issues", which will be broadcast on BBC World Service in the near future.

Evenings were taken up by organized social events, which included a British Council reception, a gala buffet dinner with entertainment, and a visit to the Israel Museum. Besides these organized events, the Conference provided the atmosphere for making new friends and meeting old ones.

Another feature of the Conference was the Book Exhibition. Twenty exhibitors, from Israel and abroad, gave us easy access to the hundreds of books and other materials published in the field of TEFL.

The Organizing Committee worked in conjunction with Peltours, who helped ensure the smooth running of the Conference. Teachers were able to find their way around the maze-like Mt. Scopus Campus with the help of good signposting and efficient hostesses.

All in all, the response and feedback were extremely positive. Participants remarked on the high standard of all the presentations and felt that their three-and-a-half days had been well-spent.

ETAI CONFERENCE REPORT

by *Lily Vered*, Levinsky College

It is always a pleasure to report on a successful event, and "Let's Connect" certainly was successful. About a thousand participants from Israel and abroad set aside their daily preoccupations and for three days concentrated their attention on professional enlightenment. The guests from abroad, among whom were such authorities as Prof. D. Crystal, Prof. M. Celcia-Murcia, Prof. H. Seliger, as well as well-known text-book writers like Marion Geddes, G. Porter Ladousse, Leo Jones and Robert O'Neil, came from all over the world. Beyond

Britain, Europe, Mediterranean countries and the U.S., people had come from such distant countries as Japan, Brazil and even Australia. Israeli participants had gathered from Eilat in the south to the Golan Heights in the north.

All the different levels on which English is taught, here and elsewhere, were represented and the wide range of issues, concerns, methodologies and techniques facing the profession today dealt with. In this sense the motto chosen for the conference sums it up succinctly — for many connections were established at the Hebrew University of Jerusalem.

First, the connection between teachers who share similar tasks, responsibilities and problems in the classroom. Second, a connection between teachers working on the various levels — from primary through secondary school, to teacher-training institutions, universities and research. Third, a connection between materials-producers, publishers and the "exploiters" of these materials. A third connection established was that between what is happening locally in EFL in Israel and in other parts of the world. Last but not least, the human connection between people sharing professional interests now also sharing social human bonds.

The functions and presentations offered ranged from "Breakfast with An Expert" to plenary sessions, short talks, demonstrations, lectures, workshops and even three six-hour mini-courses. This wide selection of offerings, at times more than twenty simultaneously, whetted the appetite, satisfied different tastes and was often cause for frustration to those unable to participate in more than one activity at a time.

The organizers, who had devoted thought and endeavour to the intellectual aspect of the conference, did not neglect the welfare of both participants and presenters and no effort was spared in the provision of technical assistance and social diversion.

As one of the participants said, such conferences provide impetus for personal growth, professional excellence and pride in belonging to an organization such as ETAI.

ETAI CONFERENCE: REPORTS, PAPERS, FOLLOW-UPS

OPENING ADDRESS

by *David Por*, Chairman
Pedagogical Secretariat, Ministry of Education and Culture

It is my honour and privilege to greet you on behalf of the Ministry of Education and Culture in Israel. I wish you a successful and fruitful Conference.

Our schools have been criticized for many years for being cut off from real life and its problems. The school as such is based upon a structured and stable curriculum, which changes very rarely and very slowly. The teacher teaches in accordance with syllabuses and programmes which are based upon this curriculum. He or she is trained to teach this curriculum, and the student is taught accordingly and is expected to do no more than to study and to pass the examinations. Very often, the pupil has no interest in what is going on at school; it even bores him or her. Real matters and real interests take place outside the school, outside the classroom and outside the relationships between teacher and pupil.

The outside world surrounds the school but does not penetrate it.

For many years, the Israeli teacher had no right to and did not want to deal with political themes, with political education. But now, at last, the gap between school and real life has narrowed. The present situation in our country ensures that the school *will* be involved in Israel's stormy political life. Moreover, the Ministry of Education in Israel demands from schools that they deal with the crisis that the *Intifada* has created and that schools prepare young people to cope with this problem, which may well be with us for some time.

There is an urgent need to learn about the history of Zionism and the roots of the Israel-Arab conflict. An interesting and perhaps unique educational issue has been created and as teachers we must not, under any circumstances, ignore it and avoid the issue.

A good education means developing the critical thinking of our pupils. What is *good* education? It is an education that enables a human being to distinguish between good and evil, to weigh up the various alternatives and to estimate the cost, from the moral and ethical point of view: in other words, to understand that this world is a very complex world, which is not structured in black and white, as were the "Westerns," the cowboy films of our youth, where the good guys always defeat the bad guys. The task of the teacher and educator is to present the various opinions, standpoints and possibilities and explain what each of these means in practice. The choice, the actual decision is, of course, in the pupil's hands, but that decision will be reached after due thought and consideration.

A further task for the teacher is to stress to the maximum the common ground between the various viewpoints and not to emphasize those issues that divide us.

Each and every teacher, including the teachers of the various subjects — in this case, the English teacher — will, of course, teach his or her subject, but will at the same time fulfill his or her duty as an educator and take an active part in educating our youth in these difficult times. I know that English syllabuses and textbooks deal very thoroughly and honestly with social problems and that English teachers discuss and clarify everyday events with their pupils — in English, of course. I am also fully aware that English is taught as a means of international communication, and stresses universal humanistic values. I therefore call upon English teachers to continue with these efforts and indeed to increase them, and so to pay even more attention to the new and complex realities in the lives of our pupils.

I wish the conference every success in its deliberations and know that the conclusions you reach and the knowledge that you acquire will have a lasting effect on your work as teachers and as educators.

FACT AND FICTION IN CONTEMPORARY ENGLISH

by *David Crystal*, guest speaker ETAI Conference

(Abstract of lecture at plenaries)

A vast amount of material is now available about the English language (as seen in such works as Quirk et al. on grammar, the Oxford English Dictionary, and the publications on pronunciation by Jones and Gimson), and this can give the impression that all the facts of the language have been thoroughly investigated and are available to the language teacher. In fact, relatively little study has taken place of the characteristics of the maximally informal spontaneous domestic conversation which constitutes much of an English-user's speech; and a considerable gap exists between this and the kind of English presented in many language teaching materials. Obtaining clearly-recorded and accurate data about the most informal kinds of conversational English is not easy, but is possible with ingenuity. Analysing the data obtained produces several interesting results.

Under the heading of phonology, conversational speech was found to be much faster than was typical of other varieties (including relatively formal conversation). It sometimes reached over 500 syllables a minute, and involved a dramatically increased use of assimilation and elision, and at time difficulties of comprehension (such as in sequences of auxiliary verbs).

In grammar, it proved difficult to establish the structural unit of the "sentence." Instead, an analysis in terms of clauses and clause-sequences was required, with particular attention being paid to the role of units of intonation and rhythm units, and the use of "comment clauses" (such as "you know", "you see", "I mean") to act as discourse markers. These features are often dismissed as a sign of "sloppy" speech; but it can be shown that they follow grammatical, semantic, prosodic and pragmatic rules.

Lastly, the study of the vocabulary of informal conversation shows a much more frequent use of nonsense words (such as "thingummyjig") and nonce-words (such as "unsad" and "coffin-like") than is likely to be encountered elsewhere. Innovation in vocabulary in fact seems to be on the increase at present in conversational (and journalistic) English.

While the most informal varieties of a language are unlikely to be useful to a student (except at advanced levels) for purposes of speech production, the value of exposing all students to these varieties, as part of listening comprehension, needs to be emphasised.

ETAI CONFERENCE: COMMUNICATIVE METHODOLOGY: HELPING PUPILS 'PERFORM' THEIR 'COMPETENCE'

by *Raphael Gefen*, English Inspectorate

I am very happy to have this opportunity of speaking to you on the occasion both of this International Conference and of the publication of the New English Syllabus for Schools. This Syllabus was two years in the making and various groups of teachers, including many in this hall, have taken an active part in the discussions that preceded its original draft version and accompanied the various stages it went through before final ratification by the Ministry of Education and official publication. The new Syllabus is not a mere catalogue of items to be taught, important though that is, and not merely a statement of aims and objectives, which will, I trust, be of use to us all at all levels of the educational system. I would request from you that the Syllabus not be an ornament on your bookshelves, but material to be read, consulted and discussed. I look forward to reading the pages of our own ENGLISH TEACHERS' JOURNAL and finding there feedback from teachers — positive and negative. A syllabus, like a textbook, begins to be out of date the moment it is published; this New Syllabus spent nearly an entire year at the printers', so it is surely no longer the "last word" even if it might have had such pretensions when its first draft was prepared. I take this opportunity of thanking my colleagues on the English Syllabus Committee, Professor Eddie Levenston and Mr. Yitzhak Ernest, all the members of the English Advisory Committee of the Ministry of Education and likewise the English Inspectorate, for their valued contributions to the compiling of this Syllabus.

I would like to speak today not about the principles of the Syllabus and its advocacy of Communicative Competence as our aim in TEFL in Israel, but of the more taxing issue of Communicative Performance, of language use rather than language usage.

Getting pupils actually to USE the foreign language that they have been learning is, as we all know, THE problem in communicative language teaching. We are all, I think, highly suspicious of the word "communicative" in our profession, a word having so many different meanings — ranging from a grammatically-based syllabus taught via communicative activities to an anti-grammar approach, expressed by such recipes (convenient for the lazy teacher) as "as long as they get the message across, it doesn't matter how they say it" or even the equation of a "communicative syllabus" with the now largely-discarded "notional-functional" approach, still being pressed upon teachers by interested parties.

Even if we accept "communicative" to mean "using the language in practical interactional situations", both in speech and writing as productive skills on the one hand, and in listening and reading as interpretative skills on the other (please note that "listening" and "reading" are "interpretative" skills rather than "receptive" ones — they serve to negotiate meaning between the listener-reader and the speaker-writer, rather than merely 'take in' the text, passively), even if *we* accept this pragmatic definition as a common assumption underlying the various uses of the word "communicative" (as I am sure we do), this does not mean at all that all members of our profession are agreed that communication should be the goal of Foreign Language Teaching. Large sections of the English teaching population throughout the world are vigorously opposed to teaching language for communication. I wish to quote from a recent issue of a leading international journal in our profession, the "EFL Gazette":

> "BANGLADESH ENGLISH CRISIS AS SYLLABUS SCRAPPED. The teaching of English in Bangladesh schools has reached crisis point following the scrapping of a syllabus after only two years of operation. Outcry from higher secondary school teachers over the "ENGLISH FOR TODAY" course has forced the Ministry of Education to ban its use in

favour of the old literature-based "ENGLISH SELECTION" course. Sixteen-year-olds are now learning English through studying, by rote, texts from Byron, Shelley and Keats. Oral and aural English teaching is virtually non-existent. Hard-pressed teachers, content with a traditional, lecturing approach, claimed that the new syllabus was too demanding of students and its texts on, for example, nutrition, psychology, minerals and rural development, were too specialized."

General Language Proficiency and Oral Performance

And here, at home, some may recall the reservations expressed by many teachers when the new "battery" oral test was introduced in 1986. The claim was put forward at stormy meetings that Israeli youngsters are by nature taciturn, introvert and incapable of communicating in the mother-tongue, let alone in a foreign language. They also rejected the group discussion station of the oral test on the grounds that Israeli youngsters cannot discuss... All these fears have of course not been borne out in practice and the oral battery test is now a well-established feature of the examination, with the very welcome backwash of a more intensive teaching of the oral skills in class, as a by-product of doubling the points given to the oral section of the examination and of varying the oral subskills tested. True, the group discussion section of the test has not been implemented — for administrative not pedagogical reasons — but, in Jerusalem at least, the group discussion of the literature programme was introduced this year into the test, with very satisfactory results — as an experiment in a number of schools.

I think I ought to say at this point that oral skills are not the main aim of teaching English in Israel; reading comprehension is the most important skill we teach. However, it is important to note that research studies in foreign language proficiency (I refer in particular to the very recently-published book "SECOND LANGUAGE CLASSROOMS, Research on Teaching and Learning" by Craig Chaudron, published by Cambridge in their "Applied Linguistics Series") have found a high positive correlation between learner proficiency in general and 'speaking' in particular, and a low correlation with 'drill/practice' or 'imitation'. This is not to decry the value of drill and imitation — it's not a question of "all or nothing" or throwing out the baby with the bathwater — but merely to point out that oral work, so essential in communicative methodology, is a very necessary condition for learner proficiency in general (i.e. also for reading etc.). And communicative speaking ability has risen in the past few years, without any doubt. Guests of mine went looking for some cheap sandals in the street market near the Central Bus Station in Tel Aviv. My guests came from England and were therefore monolingual (in other words, culturally-deprived, as all monolinguals are) and so spoke only English — but the shopgirls, it being the summer school vacation they were the daughters of the shopkeepers or just schoolgirls earning some pocket money, were quite at home discussing with my guests prices, sizes, fashions, colours, styles — while I stood back with a proud smile on my face. Of course, I later introduced myself Inspectorily and congratulated them on their good English, but my guests, being native Britishers, saw nothing special of course in 16-year-olds being fluent in English, a foreign language, whereas they themselves would not dream of even making an effort to acquire another language.

There were others who also objected to the new battery oral test. In particular, there were some Principals of secondary schools — either on their own initiative or at the urging of their English teachers (English teachers are a powerful ginger group in schools) — who rejected out of hand the goal of communication, on the grounds that the function of a secondary school is to prepare students for university — a function which in their opinion did not include oral skills at all.

I am happy that our colleagues take their opinions seriously (including those occasions where I profoundly disagree with them), although they did exaggerate in this case: not only were they not satisfied with discussions within the profession, but took the matter up firstly with the highest echelons of the Ministry of Education and even with the Knesset. I wonder whether in other countries teachers who are disgruntled with a Ministry decision to raise the value of an oral test from a previous 10% of the total mark to 20% of the total would feel so deeply about it as to take it up at the highest levels of government. Well, almost the highest — the Prime Minister and the President were not involved.

In a sense, the opposition to the emphasis put on oral work in particular, and to teaching English as a communicative skill is (or was) the final campaign by the adherents of the old-style teaching, whose ideological comrades are the teachers in Bangladesh I mentioned before. The older members of the audience will remember the days when the Israeli syllabus for schools was totally literature-orientated and when the then Syllabus officially stated that the aim of teaching English in Israel was "to teach enough language in order to appreciate and understand the literature and culture of the English-speaking peoples". Younger members of the audience will recall, probably with mixed feelings, their study of a Shakespeare play and sonnets,Lord Chesterfield's Letters to His Son, Macauley on India, Francis Bacon on 'Studies' and 'Friendship', Lincoln's Gettysburg Address, etc. etc. Very enlightening material, but most pupils were unable to communicate in English. And there was such an outcry when, in 1972, a revised literature syllabus was introduced, without a Shakespeare play or Lord Chesterfield, etc. For years afterwards I received poison-pen letters, accusing me of being a barbarian, an enemy of culture, etc., because pupils were now studying a play by Arthur Miller instead of Shakespeare. Not only was there a piece in "YEDIOT AHRONOT" comparing Arthur Miller and Shakespeare as literary figures, as if the whole decision was on the plane of literary criticism or worth, but the world press was also brought in. The YEDIOT AHRONOT piece was reported in ENCOUNTER magazine (which should have known better) as an example of the degeneration in literary taste in Israel, while the DAILY MAIL in England had the following to say:

> "ISRAEL SNUBS SHAKESPEARE. William Shakespeare has just received an educational rebuff from the State of Israel. The country's Education Ministry has just decided to eliminate the Bard from the syllabus of its high schools. Israel's Inspector of English Studies, Mr. Raphael Gefen, is quite dogmatic: "We have immersed ourselves so much in the analysis of Shakespeare's works that we forgot that English is a living language. We would do far better if we learned to understand everyday English, read a newspaper, and order a cup of coffee from an English speaking waiter." (Incidentally, I never said these words at all, whatever truth value they have). I continue, and this is the interesting part: "But could it be that, on closer examination, Shakespeare is less than flattering in his portrayal of the Jew in his plays?"

And the newspaper then goes on to discuss whether Shakespeare was anti-Semitic (claiming he was, on religious, not racial, grounds). In other words, replacing Shakespeare with Arthur Miller in the Israeli curriculum was Shylock's revenge.

Communication is the Aim and therefore is also the Method

Passing now to the actual recommendations for a communicative methodology, I would begin by stating what should be obvious — you learn to communicate by communicating. Apart from our *teaching* techniques, our psycholinguistic strategies, our provision of suitable stimuli — the learner has to *use* the language, has to communicate. The technology, the gimmicks, can be there and if they are there all the better — but communication can also take place in the barest of classrooms, with just two people or more with something to say to each other or to write to each other, on the basis of what they have read, seen or heard. If communication is the *aim* of *teaching*, then communication must be the *means* of *learning*. Thus, teachers must take their textbook or other courseware and seek ways and means of making the contents relevant, meaningful and of interest to the learners, stimulating, motivating and provoking the pupils to relate to the content matter as such, and not merely as an exercise in foreign language learning — not reading comprehension as an aim in itself, but being able to understand a reading passage because of *what* it says and not just *how* it says it—the message as well as the code. Not that I am underrating the *code*, by which I mean of course the grammar, the vocabulary, the spelling, the punctuation; you can only understand the *message* fully, if you control the *code*. But a communicative approach, in a nutshell, means *using the foreign language as one would use one's mother-tongue*. It means taking an interest in a story as a story, including inferences drawn from that story, including exploiting a story in order to broaden the intellectual and cultural horizons of the learner, to make him or her feel after an English lesson not only that he or she has learnt some English but that he has learnt something about life. I know full well, and I am very happy about it, that many teachers do precisely this. Even in the beginners' classes, with their very limited repertoire of language, teachers make great efforts to discuss a film, a TV broadcast, an event in the life of the school or of the neighbourhood (even as a series of yes/no questions); for weak learners unable to express themselves in English, answers or opinions or experiences can be uttered by these pupils in Hebrew or Arabic, in response to the stimulus in English by the teacher, with the teacher then attempting to sum up the lesson in English and basing new vocabulary or grammar on that communicative interaction. Teachers in secondary school devote time to discussions on current events, to reading newspapers and to other means of making English, the foreign language, part of the pupils' communicative environment. And our *better* textbooks (not all of them) — what do the various chapters deal with? Not the mindless trivialities we find in so many EFL materials produced abroad, but serious social, environmental subjects which actually supply learners with new information and knowledge about the issues involved (as the new Bangladesh syllabus apparently attempted to do). Of course, not all teachers agree with this 'consciousness-raising', 'intellectual awareness' approach, which is advocated in our Syllabus. This year's Bagrut examination, for example, had as its Reading Comprehension "Unseen" a passage about Nature Reserves in Israel, taken from a travel guide in a British newspaper. The passage spoke about the migration of birds, the location of the various Nature Reserves in this country, and the work of the Society for the Preservation of Nature, ending up with a suggestion that British tourists come here. A few teachers complained that the subject was "too specialized", demanding "technical knowledge" etc.; reports from examiners indicate that pupils doing the test had no conceptual difficulties with this subject. Last year, the topic was the evils of smoking — believe it or not, many teachers complained that they, smoking teachers, and their smoking pupils, were upset by the passage. Personally, I think the text on smoking was therefore a very good *communicative* text, since it caused *genuine* reactions. I am still getting feedback from a text we had some three or four years ago, about youth in Japan — as if 18-year olds in Israel were incapable of understanding the school and career problems of 18-year olds in another country. Finally, I would add that the literature studied in the upper Grades provides ample opportunities for classwork and interaction on all kinds of social, personal, historical, ethical, even political issues — which are not artificial at all and which could justifiably be dealt with in a General Literature course in the mother tongue. And let us not forget the educational and communicative value of songs and games, which again are examples of genuine communication. I am constantly being told by teachers about their pupils who keep diaries in English — whether in writing or (a growing tendency) orally, via audiocassettes — which they share with their teachers; and the teachers, in their interaction, actually *reply* (in writing or on the pupil's cassette), according to the contents, not the language. One teacher in Bat Yam who is also a class teacher (מחנכת) has told her class to write her four letters in English during the summer vacation; she will of course reply to each and every one (she is obviously a glutton for punishment or a dedicated teacher — or both).

Whenever possible, then, communicative teaching, *using* the language, should be *genuine* communication (mostly in simplified language, obviously); but it cannot always be *genuine*, of course, in a classroom teaching situation. So where *genuine* communication situations cannot be supplied, *artificial*, contrived situations take their place, simulating genuine interactions. I refer to role-playing, pairwork, etc. — a kind of game in which pupils and teachers take part knowing that such a contrived communicative situation could take place or could have taken place outside the school walls. Youngsters like role-playing games — they do it all the time as part of growing up; adults role-play too. But there are those teachers who complain that "I can't role-play." They err, and very much so — we are all role-playing when we stand up in front of a class (I am doing it now). I hope we are not teachers or lecturers 24 hours a day! Sociologists long ago explained the vast panorama of roles we all play in our everyday lives. A good language teacher cannot be an introvert in the classroom; every good language teacher is an actor. This is a professional role to play; at home, the teacher has other roles to play.

The Authentic Use of English

What all this means is that teachers should foster *the authentic use of English* as a major means of bridging the gap between communicative competence and communicative performance. The authentic use of English means using the language in the same situations and for the same purposes as a native speaker, reader, listener and writer would. It is not the same, and here I make a point which I have had to make so many times in recent years with native speakers of English who are teaching English here, it does not mean necessarily *the use of authentic English*. We are surrounded by "authentic English" — TV programmes in substandard language, exposure to certain dialects and styles and inappropriate language. The language we teach should be a rather formal, educated English, what I would call "pedagogic English", and includes using conditional clauses "traditionally" ("if I went" rather than "if I would go") and distinguishing between "disinterested" and "uninterested", saying "I'm going to" rather than "I gonna". The alternative forms are certainly "authentic English", but they are not "pedagogic English".

However, the centre of communicative teaching is the use of English as the language of everyday classroom discourse. This is genuine interaction, but so many teachers conduct classroom discourse in Hebrew or Arabic. One even finds sentences half in Hebrew and half in English (I am referring to the teachers, not the pupils) of the kind "Open your books to page hamishim" or "that answer was tov me'od". I have visited classes where pupils have spoken to the English teacher in *English* — and been answered by the teacher *in Hebrew*. and the teacher in question was a native speaker of English! Please understand — I am not arguing that *no* Hebrew or Arabic should be heard — I am in favour of the considered use of the mother tongue in presenting new material. I am talking here of the use of English *outside* the context of the lesson, as part of the organization of the lesson, the informal contact, the giving of instructions and the provision of teacher feedback to pupils. This is the "hidden syllabus", as it is called, and is where natural communication takes place.

More Pupil Talk!

This is as far as teacher-talk is concerned, but of course pupil-talk in English is what we are after, especially in view of the high correlation between general language proficiency and the speech skills, which I mentioned earlier. The same book of research findings also found that language teachers, whether first, second or foreign language teachers, talk for ⅔ of the time, compared with pupil-talk (unfortunately, I don't have figures for other subjects). The same researchers also agree that in this distribution of the teacher/pupil talk ratio, the teacher dominates and the task of the pupil is to respond, not to initiate. This explains, as I have stated on many an occasion, why learners of foreign languages fail to acquire the interrogative. Every year for the past 15 years, there has been a dialogue completion test in the Bagrut (now dropped from the 5 point paper), so every teacher knew there would be this exercise in the exam and could be expected to prepare classes for it (which means: teaching the interrogative). Yet, consistently, at the 3 and 4 point level at least, the failure has been dramatic. And the reason is clear — pupils are not encouraged to ask questions. The teacher asks, the pupil answers. True, probably the pupils "do" any number of transformation drills in the interrogative, thereby confirming the research findings I mentioned earlier that there is little correlation between drill and proficiency — unless the drill is communicative and becomes part of real life behaviour.

It is not surprising, therefore, that this failure in the interrogative is found all over the world. The same research, applying to first, second and foreign language learning, dealt with the type and purpose of the questions asked by teachers and found that most teachers ask "display questions", by which is meant the teacher asking for information he/she already knows (e.g., "What is the title of the story we have just read?") as against "referential questions" where the answer is not immediately obvious ("why" or "how" questions), or where the teacher does not know the answer ("Where is Moshe today? What did you do during the holidays?") or where the questions can lead to a discussion of opinions (better called, in my view, "inferential questions"). In the ESL and EFL classrooms, the researchers found that teachers ask very few referential-inferential questions indeed — i.e. the teachers are always *testing* knowledge rather than *communicating*. Some of the teachers investigated were asking four questions per minute, mostly display questions.

The use of question-and-answer interactions (especially referential and inferential questions) in which pupils as well as teachers ask, is in my opinion a major form of communicative performance. This use of questions, as an authentic use of English, is part of language acquisition, the natural absorption of the foreign language, as distinct from formal learning. We should encourage natural acquisition as far as possible, while not neglecting formal learning and teaching, as more likely to be impressed on the pupils' long-term memory, since it is associated with the purposeful search for knowledge. By the way, the obvious common sense that teachers possess has always told us that informal acquisition situations provide excellent circumstances for absorbing (I am trying to avoid using the loaded words "acquisition" and "learning") and it has always struck me as rather curious, if not absurd, to read of and listen to the heated discussions in academic circles (i.e. not people who actually teach children) and the enthusiasm that has been the lot of Krashen's thesis that "acquisition" is good and that "learning" is not only different from acquisition but is rather ineffective. Krashen has modified his views, in the face of the incredulity of the teaching profession (he is constantly modifying his views), but we would I think all claim that "acquisition" — natural language use — can be attained via good classroom formal learning techniques. Again, the researches I have referred to in this talk have clearly proven the "value of formal instruction in language acquisition", by which is meant "the grading and selection of material and appropriate teacher behavior", in other words the use of explanations and drills, the use of simplified language, a slower rate of speech etc., etc. The learner-centred class, which is the essence of the communicative methodology, provides opportunities for both learning (that is to say, formal instruction) and acquisition (that is to say, informal natural exposure and use). Our classes should contain both, including due attention to the emotions, the muses, games etc., etc. — all those non-intellectual areas of the brain (cerebral right hemisphere learning is now a favourite topic of research) which are now being highlighted by modern approaches in methodology, the so-called 'humanistic' methods — especially suggestopedia. Communicative performance must take into consideration the suggestions of humanistic learning — they cannot be dismissed out of hand because they conflict with the teacher-as-lecturer mode of behaviour.

And, finally, communicative methodology, teaching for communicative performance, is *not* associated with any one school of methodology. All the well-known didactic techniques, behaviouristic drills and practice, cognitive explanations, using the mother-tongue where appropriate etc. are *all* valid at different points in the teaching process and with different kinds of pupils. We are all aware of the failure of several large-scale "comparison of methods" experiments to decide what the "best method" is. These experiments failed because all good teachers use all the methods available — eclectic empiricism if you want a name for it — and because there is no such animal as the "best" method. Can it be argued, I venture to suggest, that the vilified "grammar-translation" method *never* worked, that *no-one* ever succeeded in learning a foreign language by this method? Clearly, different methods for different pupils — but teachers must know about the various schools of thought in order to make intelligent decisions about didactic techniques. I would add that, in my opinion, the grammar-translation is not acceptable *because* it is not communicative and for no other reason.

Ladies and gentlemen, I recognize full well that we members of ETAI, teachers who lose no opportunity to keep abreast of developments in our profession and to improve our teaching, have always aimed at teaching for communicative competence and performance, whatever titles these concepts might have had. What we have to do now is to update our teaching by utilizing modern technology and adapting new psychological insights and applying them to our profession. I refer in particular to the use of video (not only show films on video, but using video as an interactional teaching technique) and of course computer-aided learning, which will be promoted on a much larger scale than hitherto. I also refer to the pupils using word processors in class — a project now being developed by different teachers. The audiocassette is already a well-established feature of English teaching in Israel — and teachers who are not using this medium should realize that they are not providing their pupils with all the means

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of language learning they deserve. Television programmes are still very effective pedagogically; many schools have stopped using TV for timetabling reasons, but should now take advantage of the fact that these telecasts are now available on video and so can be shown when the teacher wants and how the teacher wants — repeat the film, show sections of it, etc. and so use the TV as a resource for teacher-and-learner-controlled teaching rather than being lockstepped by the open-air broadcast.

New courseware of all kinds, textbooks, computer materials, Readers, grammar books, video and TV programmes, etc. will all, from this point on, be produced in accordance with the new Syllabus (some recent material was able to utilize various draft versions). We all look forward with interest to this new courseware, to see us all well into the 1990s and also look forward to higher proficiency on the part of our pupils as they benefit from these new approaches and at the same time live in a world which is nearer and smaller and more accessible than today. For them, English as a world language of wider communication will be even more important, and we as teachers will be happy at the privilege of helping them attain the communicative performance they all need.

ETAI CONFERENCE:

THE SILENT VOICE: THE PROBLEM LEARNER IN THE ENGLISH CLASSROOM

by *Rachael Flink-Levy*, Kibbutz Yiron

The silent voice — to whom does it belong? Each child comes to the classroom with his strong points and his weak ones; his successes and his failures. The question arises how we, the educators and English teachers, can relate to all these individual pupils with so many individual abilities and/or disabilities. How do we teach twenty or thirty or forty pupils using a standard text book, a standard level by which all the class work and homework are based? According to Whitehead, the mind is "perpetual activity, delicate, receptive, responsive to stimulus."[1] But at no time does he make the assumption that all minds are capable of absorbing the same amount of material, at the same time, with an equal amount of comprehension and understanding. John Holt, in his book *How Children Fail*, points out that many children are afraid of being wrong, "afraid to try the difficult and the unknown."[2]

We, as educators, often refer to the silent, frightened child as the "problem" learner. But who is this "problem" child — we all teach him in our English classroom, we say good morning to him and smile at him, we know his name and recognize his face, but do we really know his fears, his anxieties, his frustrations and his fundamental difficulties? We try to teach him, but do we truly try to gear our teaching approach in accordance with his individual learning problem? Is it possible in a large, heterogeneous classroom of today to perform such a miracle? I say yes! For the difficulty is not just with the large number of pupils, or even with preparing various lesson plans for different learning levels, but, rather, the main obstacle is the difficulty a teacher has in relating to the individual child. There are numerous teaching methods and unlimited didactic approaches, but they all add up to nil if the teacher is not sensitive to the pupil's specific needs.

The child with a learning disability can be the dyslexic child, the hyperactive child, the child with a learning dysfunction, or the child who is a poor reader. Whatever the learning problem might be, it is necessary for the English teacher to be sensitive enough to recognize the difficulty and use a certain amount of intuition in choosing the appropriate approach. If one approach does not work, then the teacher must show flexibility and adaptability; flexibility to make the necessary change and adaptability to see to it that this particular change is suitable for this particular pupil. A teaching approach that is neither flexible nor adaptable is defective in that it fails to meet the needs of its pupils.

As English teachers our main objective, naturally, is to teach English in order that our pupils will achieve a basic command of the language; this is quite clear to us as well as to our pupils. But there should be three other objectives which unfortunately sometimes are forgotten in the hectic race to teach the material. These three essential didactic aims are:

1. A teaching program that is responsive to individual needs.[3]
2. Teaching activities from which the pupils know they are learning.
3. A teaching approach that results in success — the pupil's success — for a pupil has to experience success in order to believe it possible.[4]

The first goal, a teaching program that is responsive to individual needs, is probably the most demanding and most difficult for the teacher, and yet in the final analysis the most rewarding. The teacher must first know each pupil's level and abilities in order to provide material that is relevant and challenging with a definite goal in mind. "Busy work" provided for the individual problem learner by the teacher may keep the child quiet and allow the teacher to get on with the lesson plan of the day, but for the child it is frustrating, and only reinforces his belief in his failures.

This brings me to the second objective, providing activities from which they know they are learning. Children want to learn, they are naturally curious, but both boredom and failure lead to apathy, and it is at this point that the learning process stops. On the other hand, it is not necessary for a teacher to plan individual work for each and every pupil for a full class period. This is where flexibility and adaptability come into play. Many activities can be presented to the class as a whole — such as songs, poetry, listening comprehension, discussions, and many more. Class time should also be provided for games, group work, and pair work. But it is essential that within the general framework of the classroom, each pupil is provided with English material that is advantageous to his needs, and that each child fully understands and accepts what is anticipated.

The third objective states that success has to be experienced by a child in order for him or her to believe it possible. Yes, it is true we all learn by our mistakes, but there is a vast difference between failure and a mistake, and we as teachers and educators must always allow for mistakes while seeing to it that our pupils never fail. Failure can be avoided by providing rewarding and successful experiences. We all want to succeed — the pupils as well as the teacher enjoy success. The child who has succeeded in his or her particular task now has confidence and motivation to continue. It is the teacher's job to see to it that the stepping stones of learning and progress are not so far apart that the child might stumble and fall, or, even worse, fail. Progress is best when it is slow but steady, with plenty of positive reinforcement along the way.

When teaching English in the classroom, it is worthwhile for the teacher to keep in mind various approaches rather than a specific method, and for the learning situation and classroom atmosphere to be structured but not programmed. The main difference between an approach versus a method is that an approach is flexible, whereas a method is rigid. Flexibility and adaptability in the English classroom should not be correlated with chaos and bedlam, but rather just the opposite. From the very first, the teacher should let the class know what his or her demands are pertaining to class work, class discipline and homework, and should clearly state all goals and objectives. The first day of class, a "contract" of obligations and expectations can be drawn up between teacher and pupils to be honored and upheld throughout the school year by all.

Plan your curriculum to suit the needs of the class. This year in my fifth grade class of twenty-two pupils, I had one native English speaker, several unusually bright and independent learners, three dyslexic pupils, one new immigrant who neither knew Hebrew or English, a hyperactive pupil, a slow learner, and the rest of the class of so-called "average" mixed abilities. Sounds familiar? Yes, we all teach and we all know that our pupils come to us with various and mixed learning abilities, but what we know doesn't necessarily provide the answer to how to teach them. It is at this point that the teacher should take a deep breath and let it out very slowly! Relax, be intuitive, allow yourself the time to get acquainted with your pupils. Get to know them. Let them get to know you. Be

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fair but firm. Be kind to yourself and don't expect any miracles other than one — the miracle of reaching out to and opening up a young mind.

With my twenty-two fifth graders, I slowly but surely began to provide various learning materials appropriate to their particular levels and needs. As stated earlier, songs, riddles, tongue-twisters, discussions and listening comprehension were done by the class as a whole; group discussions, group tasks and specific topic activities were done in groups formed by the pupils; written exercises were done in pairs or individually. The basic standard text book was used by most of the pupils, but certainly not by all. The native English speaker received special reading and writing materials and texts according to her level and needs in the form of literature, short stories, grammar exercises and creative writing. The three dyslexic boys sat in a group with material I collected and organized for them in accordance with their specific needs. During each English lesson I would choose a different pupil from the class to sit with them. The hyperactive boy was provided with work cards and structured reading books, all of which he chose and completed independently at his own pace. He usually worked steadily for twenty-five or thirty minutes after which I checked his work and then allowed him to leave the class and walk around outside. Our new little immigrant sat with the group of dyslexic boys in that it provided him with a good solid foundation of basic vocabulary and language structure, as well as a steady review of all learning-related materials at a pace that provided slow but steady progress.

In this particular class, seating was assigned by me to allow certain pupils to sit in groups, others to work in pairs, and for others to work on their own individually and undisturbed. However, with each and every one of my classes, my teaching approach is very different because I choose the various ways and means that are suitable for that particular class and group of pupils. I gear my material, my approach and my syllabus to conform to the needs of the class.

Teaching English is an opportunity to open up new doors for the children. It is the chance to explore and understand, to question and argue, to learn and to retain something new, something different via language. And before a teacher decides to label and accuse a child of not wanting to learn, perhaps it would be best, and certainly more beneficial for the teacher as well as for the child, to first sit back and evaluate his or her own teaching approach. Children want to learn, they enjoy expressing themselves in a new and different language. So the question we should be asking ourselves is not just what to teach, but, more important, what to teach to whom and why!

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ETAI CONFERENCE: TEACHING ENGLISH FOR SPECIFIC PURPOSES

by *Ruth Arnon*

The points discussed in this paper are undoubtedly not unfamiliar to teachers of technical ESP courses. Many textbooks do indeed claim that their courses can be given by teachers with little or no technical background, and justify this by using articles on a variety of ostensibly related topics generally from semi- or even non-professional sources. Even when taken from professional sources, the common practice is to confine these to articles alone. The effectiveness of all this can, we believe, be evaluated from the results: how many Israeli technicians, practical engineers or even engineers, can in fact read comprehensively the material so indispensable to their profession?

In the light of the present situation, our methodology is based on the recognition that there is a need, that there are problems in fulfilling this need, and that the solutions offered so far are inadequate. From this evolved our approach which focuses first and foremost on the students' actual requirements. These, we have argued, are most effectively satisfied by means of a conceptual framework of registers and hence a distinction between form and content. Although this restricts the language teacher to the form of the specialized language alone, this becomes justifiable by bringing the technical teacher into the picture. Such a division of labour has in practice proved highly effective in achieving the desired aim.

Whilst we do not claim that our approach offers the ultimate solution to the teaching of ESP, its application during the past four years HAS turned out telecommunication technicians and practical engineers who can read the material required in their profession — and do so successfully. Finally, the methodology described here can, we believe, prove equally effective not only for oral and written Technical English, but also for other ESP courses.

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ETAI CONFERENCE: LISTENING COMPREHENSION FOR WEAK LEARNERS

by *Edna Collins*

My first love (at school) is Listening Comprehension for Non-Readers or 'Least-Able Pupils' as Raphael Gefen so aptly calls them. So close is this subject to my heart that I decided to present my case at the ETAI International Conference in Jerusalem. I dare to say that the presentation was a success and I would like to give a report of the presentation. There were a few ideas which I did not manage to share with the participants because of the shortage of time and so I shall add those items to the ones below.

1. Introduction and Rationale

My contention is that in order to be able to do listening comprehension exercises successfully, our least-able pupils should not have to be able to read. With all due respect to the many authors who have put books about the subject onto the market over the past few years, I have come to realise that none of the books are really suitable for my almost non-readers. There is always something to read in English, be it a table, a list of questions, or heaven forbid, multiple-choice questions. Listening comprehension should be just what its names implies — listening. Because of the lack of material, my colleagues and I at the Huleh Valley Regional High School decided to make up our own.

I am not advocating that we discard the other skills. I am just saying that we have to keep the limitations of these particular pupils in mind. 'Combined skills' is not a term which applies to 'my' method and 'my' method cannot be ignored any longer. The idea is to encourage our pupils, to give them that exhilarating feeling of success in English which till now has eluded them. As they gain confidence, they will be ready to tackle the other aspects of learning the language.

2. *Who are We Talking About?*

Pupils who have been failing. Pupils who have been 'learning' English for as long as three, four, and even five years and still can't read properly. The time has come to admit that they exist — that's our problem, the teachers' problem. Perhaps the pupils have come from Special Education classes, perhaps from primary schools where they were 'overlooked'. Perhaps they didn't learn English at all because they had to concentrate on other things but now they are 'ready' because their counsellor thinks so or they think so. Perhaps their parents think so. Whatever the reason, we have to help these pupils find a way to progress. One of the ways to do this is through listening comprehension where it is not necessary to be able to read English ***and where it is not taboo to use the native language***.

Frequently, these pupils understand a fair amount of spoken English. They might even be able to carry out a simple conversation (not always grammatically correct but...) We are giving them a chance to show what they can do — to show not only us, their teachers, but to prove to themselves that they too can succeed.

3. *Hasn't It Been Done Before?*

Penny Ur tackles the subject in her excellent book "Teaching Listening Comprehension" (C.U.P.) and Judy Dobkins in her little booklet too. But I want to document the work we have to do and to share it with the other teachers who I know go through the same experience as we do at our school. Ours is not a selective school, i.e., everybody can come and be given an equal chance to learn and so we have a tremendous range of levels, not only in English, but in everything else as well.

I do not wish to step on anyone's toes. Most of the English teachers I know are creative — they have to be. So if you are reading this and you see an idea which makes you want to scream at me "But that's mine!!" remember that we all probably do similar things and this is just an attempt to share the ideas with as many teachers as possible.

4. Who Else Can Benefit?

Most of these ideas sprang out of my work in the 4th, 5th and 6th grades — that's no secret. In other words, teachers of those classes will find the exercises useful. But that is not my aim here. The difference perhaps is the concentrated manner in which this technique is used — certainly by us in our English Room where the work is individualized and so the pupil goes from exercise to exercise.

5. The Set-Up

All of the exercises can be used for individual work, in pairs, groups or frontally. First I will describe the work as we set it up for individual pupils in our English Room (or in a corner of the classroom if there is a cassette recorder with earphones) then I will describe one or two frontal exercises. Once you, the teacher, have the technique, the sky's the limit!

Individualized work

a. The pupil receives a loose-leaf folder, foolscap size, which we can say corresponds to a textbook.
b. He has his own notebook in which he writes the answers. HE NEVER HAS TO WRITE A WORD IN ENGLISH. Stop smiling! This is our weak pupil who is showing what he knows, not what he doesn't know!.
c. The instructions for each exercise which the pupil will hear on the cassette are on a big card written in Hebrew and English. Call that Card 1 (i.e. Exercise 1).
d. Some of the exercises demand looking at a picture or a set of pictures. Those pictures which apply to a specific exercise, say exercise number two, will be on another card together with instructions for that exercise. Keep exercise 2 in a large plastic envelope.
e. Perhaps exercise three involves drawing something simple over an existing picture or illustration of some sort. The pupil will find multiple copies of the picture in a plastic envelope together with the instructions for exercise 3.
f. The pupil sits down and gets on with the exercises at his own pace.
g. The instructions, apart from being on the card, are on the cassette in English I speak rather slowly and clearly on the cassette and I throw in a Hebrew word (in a whisper!) if I deem it necessary. I only speak slowly and clearly

deliberately when giving instructions. The exercises vary. I write myself a 'script' from which I deviate constantly, otherwise the result is stilted and I feel that I am not doing my pupils a service at all.

h. There is an answer card for every single exercise in our English Room, including the Listening Comp. exercises which are called "Listening with Edna" (The Brits. might remember a B.B.C. programme called "Listen with Mother") so the pupil has immediate feedback.

6. *The Exercises*

I have already mentioned that I write a script then deviate from it. As Penny Ur mentions, you just need to write out a list of the items to be mentioned in the exercises with ticks next to the items which will consist of the answers if the two differ.

Exercise 1. Phone Numbers
"I am going to read out some numbers. You write them down. Can you guess whose numbers they are? I'll tell you at the end of the exercise." (I read out numbers of pupils in class, of the places of interest in the neighborhood, emergency numbers.) "Check your answers on the answer card."

Entire class together (frontal lesson) (E.C.T.): After the children have completed their list, check together by asking for the numbers which the teacher, or a pupil, writes on the blackboard. As the number is written, write up, too, the name of the person or place to which the number belongs — in English. You now have a reading exercise on the blackboard. I shall not go into the details of all the techniques for reading exercises here.

Exercise 2. Phone numbers
I'm trying to arrange a surprise party for Joan and I want to invite people by phone. I get in touch with one of my friends and ask for phone numbers. I repeat them as I write them down, I make mistakes, correct myself and carry on until I have the list completed. Pupil hears the list again from me and then checks on answer card.

Exercise 3. Same as Exercise 2, but make a different excuse, e.g. I want a job for the summer (if you're teaching in a town school). Give the numbers of actual firms which you take from the phone directory, and in your patter slip in the information.

N.B. Be careful not to mention the item just once. Repeat yourself, stumble, stutter, speak like we speak, not like we *think* we should speak. (Thank you Prof. David Crystal who spoke about Fact and Fiction in Contemporary English at the Conference).

Exercise 4. Phone Numbers.
Take a message! Monologue. Answer the phone. Chat. Embed phone number of caller. Make mistakes, repeat, verify. E.C.T. as above.

Exercise 5. Dates
Monologue: I've lost my diary or I've just bought a new diary and I've thrown away the old one. I want to get various birthdays noted down. Also use famous dates. Embed them in your monologue. "Columbus discovered America in 1492. Our school was opened on the first of September, 1958, etc."

Exercise 6. Time
I usually get up at 6.00 o'clock and eat at 6.30. Our bus leaves for school at ten to seven and the first lesson starts etc.

N.B. PUPILS MAY WRITE WHATEVER THEY WANT TO IN HEBREW. IF THE LESSON IS FRONTAL, THEY MUST ANSWER ORALLY IN ENGLISH, AND IF YOU WRITE ANYTHING ON THE BLACKBOARD, IT IS IN ENGLISH.

Exercise 7. Time

- I want to go shopping but I'm not sure what time x opens and when they shut. I phone up a friend, ask, get replies, and make myself a list of times and places.
- Bus time-tables, times which apply to my pupils.
- Lesson time-table

Exercise 8. Improve the Picture (Penny Ur)
Provide the pupil with a line drawing which does not have too many details. Monologue: "Look at these children! That little boy can't see very well. Let's give him some glasses. His friend looks cold. She's wearing sandals, so let's give her some socks and shoes, etc." Don't forget to repeat yourself. Don't just present your pupils with a list.

Exercise 9. Picture Dictations. (I know you know! But in case you don't).
Together with the Question Card, I provide another card on which I have drawn in my inimitable (most unartistic) way, a selection of matchstick-type drawings of people and various objects which the pupils can copy during the dictation. The drawings help those who can't draw and on the cassette as well as on the Question Card, I assure them that this is not a drawing comprehension exercise!

Monologue: Draw a tree. There is a little house under the tree. There is a television aerial on the roof of the house." etc.
(The answer card consists of the correct completed drawing).
E.C.T. as above and the "answer" or completed drawing can be put onto the backboard by a pupil or the teacher.

Exercise 10. Rhyming words

I explain, give examples before I start the actual exercise.

Monologue: "I'll read out a funny sentence. You finish it off with a rhyming word. You do not have to worry about your English spelling here! Later, we will work on spelling. You can transliterate the word if you like, i.e. write the word in Hebrew letters."

e.g. 1: One and one and one are three.
Eat your cake and drink your ....
e.g. 2: Roses are red, violets are blue
Sugar is sweet and so are ....

Exercise 11. Did you hear me?

Make a statement. Pupil writes down if it is true or not.
e.g. 1: Kangaroos live in Australia
e.g. 2: The sky is green

Exercises 12 — 1001

LISTS — as for phone numbers, times, birthdays, dates, etc., but use categories — shopping lists, food, furniture, places (Where did I go for my holiday, in the end? Advantages and disadvantages of places, things. The list of lists is inexhaustible).

EMPHASIS — the pupil does not have to write his answers in English if he doesn't wish to. We are practising listening comprehension. Nowhere does he have to read English.

These exercises are meant to be done together with all other activities that go on in a classroom. They are not to be used in a vacuum. They serve a purpose for a certain section of our pupils and hopefully, for a limited amount of time, after which the pupil will go on to other, more difficult (for him) graded exercises.

They are wonderful in their place and I feel that they have a place in many more of our classrooms than perhaps we have cared to admit until now. As I mentioned in my abstract for the Conference, I shall be only too pleased to exchange ideas with whoever cares to contact me: Edna Collins, Kibbutz Kfar Hanassi, D.N. Hevel Korazim, 12305

ETAI CONFERENCE: A CO-OPERATIVE MODEL OF TEACHER TRAINING AND PUPIL LEARNING

by ***Babette Kaplan*** and ***Yael Harel***

In 1981 a link was established between the English Department of Beit Berl College, Kfar Saba, Israel and the local school, Ami Asaf, which stands on the campus of the college. It was decided to work with a 7th grade class in their third year of learning English as a foreign language.

The English Department is concerned with training teachers of English as a foreign language. The students are involved in a four year course. It was decided to allow the second-year student teachers, who had one year of teaching behind them and were in their first year of teaching English as a foreign language, to launch on this project which would employ small group teaching and co-operative methods of working.

The rationale behind the decision was:

1. The Ami Asaf School was available as a laboratory for experimenting with methods and approaches and was in close proximity to the English Department, and therefore an obvious choice — authentic classrooms and pupils were available.
2. It was desirable to co-operate with a school on campus and so be mutually beneficial to teachers and pupils in both institutions.
3. The communicative approach in T.E.F.L. is popular in language teaching.
4. Student teachers should be versed in group methods so as not to perpetuate old methods.
5. Pupils could do with increased motivation and were bored with old methods.
6. A 7th grade class was not so loaded with tests and exams, so that they could find time for experimentation.
7. Students in their first year of training to teach English as a foreign language should be exposed to close contact with pupils which these methods would allow, rather than old methods of frontal teaching.
8. The department could act as a model for other teachers in schools in the vicinity and give encouragement for change and innovation.
9. The teacher assigned to the 7th grade class was co-operative and willing to experiment.

In the light of the above, the project was implemented and has continued for the last seven years.

During the year students begin to design teaching materials and they learn about the contents, format and aesthetics of these materials.

They develop a positive attitude towards group work and this serves as a good "set induction" for teaching in general. In the first year of the program under the supervision of Dr. Yitschak Enav and Babette Kaplan, the student project was "Anglo-Saxon Countries". One year later, Yael Harel joined the program and "Israeli Holidays in Easy English" resulted. Two years ago, "The Magic Computer" booklet materials and movie was produced and then "Children of the World" and "Peace" followed. Last year "Past and Present" was the focus in this project.

Ultimately what has been happening is co-operation on all levels between instructors, class teachers, students and pupils. On the teacher-training level, this model results in a positive first encounter with teaching and interaction with pupils in a non-threatening and intimate setting.

On the T.E.F.L. — T.E.S.O.L. level the pupils benefit from all the pedagogical and linguistic advantages of learning in small groups.

ETAI CONFERENCE:
SYLLABUS DESIGN AND MATERIALS PRODUCTION: BRIDGING THE GAP

by *Dr. Gilian Porter-Ladousse*, British Institute, Paris

The relationship between an outline syllabus, whether it be imposed by an institution or decided upon by teachers, the materials required to bring it to life in the classroom and the learners themselves is not always an easy one. The difficulty lies in the necessity to incorporate pedagogical principles which ensure not only that learners are involved and motivated but also that they are learning as efficiently as possible. In this session participants discussed and defined these principles and developed teaching material which incorporated them.

Approaches to Literature in the EFL classroom:

Literature in the language classroom need not be only words, syntax and/or literary theory. It can make learners want to talk, to read, to write, to feel and respond to literary ideas in a mature and profound way. In this workshop we looked at techniques and texts by which we can help learners not only uncover the richness of their own imaginations but also develop deeper literary sensitivity. The last part of the workshop was devoted to designing appropriate activities for texts that participants brought with them.

Humanism and EFL in the eighties

In recent years, under the banner "humanism" a great many techniques have been introduced into the EFL classroom. On occasions the banner has spread so wide that teachers feel that "anything goes". We need to stop for a moment and reflect what the essential implications of humanism in language teaching are, to distinguish which techniques are indeed humanistic and which are only masquerading as such and to decide if all aspects of humanism are equally useful to language teachers.

ETAI CONFERENCE: IN FORMATION: NATIONAL INTEREST GROUP FOR TEACHERS OF ENGLISH SPEAKERS

by *Sandra Lampach*

The E.T.A.I. Second International Conference was held on July 17-20, 1988. At a workshop dealing with problems in teaching English speakers, the need for a separate national interest group became apparent. How did this happen?

Several problems were raised by participants:

1. Why are we here?
2. What is the definition of an English speaker?
3. What materials are suitable for teaching English speakers? How do we obtain them?
4. How can we create our own relevant materials?
5. What are the needs of the English speaker? How are they different and/or the same as those of the Hebrew speaker?
6. Is it ever preferable for English speakers to study with Hebrew speakers and vice versa? If so, when?
7. What can be done to help the lone English speaker?
8. What can we do to foster interest and pride in developing English language skills among English speakers?
9. How can we protect the rights of the teachers of English speakers?
10. Since there are support groups for teachers of English speakers in the Sharon and Jerusalem areas, how can we expand into a national network?

Participants were asked to list their names, addresses, telephone numbers and grade level taught.

I was asked to be the co-ordinator of this new interest group. I look forward to receiving co-operation and support from those wishing to join.

If you are interested in taking part in this new venture and if you have any ideas or suggestions, please contact me at P.O.B. 1308, Rehovot 76112, Tel. 08-468349.

I hope to hear from you.

ETAI CONFERENCE
A QUASI-INTERDISCIPLINARY APPROACH IN FL TEACHING

by *Dr. Iris Geva-May*

In recent years considerable thought has been given to FL curriculum design in an attempt to promote learners' ability to communicate in the foreign language (Wilkins 1972, Brumfit & Johnson 1979, Breen & Candlin 1980, Krashen, 1982).

The research and the development project carried out in 7 high schools in the Haifa district in 1983-1985 undertook to investigate the proposition that:

1. a particularly rich source of relevant content is readily available if we select topics for enrichment from other than the subjects currently being studied by the learners in the school curriculum as a whole.
2. the nature of the content and its immediate relevance would significantly affect language learning.

By its nature, such core content matter would affect language learning significantly in terms of attitude and linguistic proficiency through affect, knowledge, transfer and associations.

The effects of such study, though theoretically mentioned in FL literature (inter alia by Widdowson 1978), had never been tested in a comparative experiment before. Only some limited, one-sided trials have been reported. The findings of this experiment proved that the proficiency of the learners studying according to this approach has improved significantly in comparison with parallel control classes (statistical significance of 1%).

The approach is quasi-interdisciplinary as the intention was not to teach or to re-teach topics from other school subjects which would have a negative effect on motivation and would not suit the local needs in Israel. Instead, aspects of topics studied in the other school subjects serve as mere nucleus content matter around which the FL content matter and linguistic process evolve.

While the experience focuses on English language learning, the rationale, its applications and the conclusions supporting it are general enough to be relevant *in curriculum planning of any FL*.

A study-book for high-school learners, developed as part of this research, will be published in 1989 by Kernerman Ltd., Tel-Aviv.

The materials and the measurement instruments have been produced by the researcher at the University of Manchester, U.K., under the auspices of the British Council.

ETAI CONFERENCE: HOW TO TRAIN YOUR PUPILS IN THE ORAL SKILLS

by *Carol Goldfus* and *Nomi Ballas*, University High School, Jerusalem

This article is based on a three-hour workshop presented by the authors at the International ETAI Conference, July 1988.

Part I: Teaching Vocabulary

The basis for teaching the oral skills is first and foremost the organized and systematic development of an active vocabulary, so that fluent and accurate production of the language becomes the teacher's final aim. In order for this development to occur, vocabulary is actively taught at all levels. It is to be noted that by 'teaching' vocabulary we meant 'causing long-term retention by the pupils'.

Vocabulary acquisition is intrinsic to the development of all the four skills, namely reading, writing, listening and speech. One very effective way of integrating different skills with vocabulary acquisition is taking the reading skill as the focal point of our teaching. Vocabulary development for oral production will then be based on the reading texts taught in class, so that there is an integration of skills. In addition, the reading text also provides pupils with content matter for oral production. This leads to an enriched use of vocabulary.

If we take the reading skills as the focal point of our vocabulary teaching, the first decision we make is: Which vocabulary items should one teach actively, which items would one like to be retained passively, and which ones should one ignore altogether.

Following are some criteria for selecting vocabulary items for active use:

1. *Frequency of use*. Teachers may consult the new Syllabus for guidance.
2. *Relevance to the pupil*. By topics, e.g. sports, music, school, etc.
3. *Importance for the text*

4. *Word families*. Teaching a word family may warrant including a less commonly used word.
5. *Other criteria*. e.g. topics to be taught later in the year, current relevance of certain items, etc.

Vocabulary teaching must be done in sequence, and though the details may vary, the sequence is almost always the same. The first step is **introducing the vocabulary**, then comes the **learning stage**, and then the items must be **reinforced** or they will be forgotten soon, and the whole aim of teaching vocabulary for oral production is **long-term retention** in order to produce language accurately and fluently in a variety of contexts.

1. *Introducing* the vocabulary items. The items are written on the blackboard and the pupils are asked to copy them into their notebooks. No explanation is given at this stage. Then the words are explained and several examples are given, using different contexts and taking into account those instances in which mother tongue interference may prevent proper use of an item.
2. *Learning* the vocabulary items. This does not only mean 'knowing the meaning', or 'knowing how to spell the words correctly'. It also means 'knowing how to use the words correctly'. However, in a class of weaker learners, one or several of these requirements may occasionally be waived.
3. *Reinforcing* the vocabulary items. As retention of lexical items is essential for oral production, reinforcement is a crucial stage. Reinforcing the words is normally done by exercises requiring the recognition, spelling or use of the words so that pupils will be able to recognize and use the words correctly in other contexts. For the less-able pupils, this stage involves a greater number and variety of exercises so that retention is facilitated.
4. *Testing* the vocabulary. Testing is important in language acquisition in general and in vocabulary acquisition in particular. Tests make the pupils learn more thoroughly, while for the teacher the tests are a diagnostic device, showing up points of difficulty or weakness. The format of the test should follow the format of the exercises done in class, in as great a variety as possible, so that pupils will know what to expect and what to prepare for.*

Part II: The Interview

As we test what we teach, we propose teaching the oral production skills along the format of the Oral Bagrut Examination already at an early stage so that vocabulary is constantly reinforced and enriched. Thus the preparation for the

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* See also *Teaching Vocabulary for Production in the Upper Division* by Carol Goldfus and Pnina Rosenbluth, ETJ No. 35, pp. 53-57.

Oral Bagrut is not a cram course but rather the end-product of systematic and organized teaching.

The interview situation is one which ought to be practised right from the start, as soon as a pupil is able to express himself in English. Pupils are encouraged to tell about themselves, their hopes and fears, experiences and aspirations. Vocabulary development is unquestionably one of the aims of the simulated interview situation, preparing the pupils for real life situations, as well as training him for one of the parts of the Oral Bagrut.

As we know, most of our older pupils, even the weakers ones, are quite fluent when speaking English. There are, however, three elements which affect a pupil's success in learning to produce fluent, accurate and appropriate English, and it is important for us teachers to pinpoint the areas of difficulty and prepare our teaching strategies accordingly.

1. **A small vocabulary**, which limits both the pupils' range of subjects, and their ability to go into depth on any one subject. Improving a pupil's vocabulary increases both his range and his depth. This aspect has been dealt with above.
2. **The lack of accuracy**. Accuracy is just as important as fluency, but many pupils are far more fluent than they are accurate.
3. **'Clamming Up'**. Sometimes pupils answer questions very briefly and simply even when able to produce more sophisticated language. This is because some pupils 'clam up' when having to speak in front of the class or under exam conditions, and are unable to produce adequate language. One way of helping pupils overcome this is by providing them with well-defined content matter.

In training pupils for the interview situation we can define four stages.** The first two stages deal with pragmatic information and are suitable for pupils at all levels and ages. The first stage is a description, e.g. describe a friend, your favorite singer, etc. Stage two is an extension of stage one and includes a comparison. Pupils must be trained in describing two objects, pictures, concepts accurately, and then stating both similarities and differences thus training them in making a comparison and providing an enriched content.

The cognitive level follows. Stage three involves formulating definitions and includes questions such as: What is...? What makes up...? What defines ...? This requires making inferences and pupils must be trained to base their inferences on the first two stages. At this stage, the thought processes as well as the vocabulary involved are much more sophisticated. Training pupils to express themselves on the cognitive level should not be started before the pupils are

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** We refer the reader to: *The Oral Bagrut: Testing the Interview and the Monologue* by Carol Goldfus and Pnina Rosenbluth, ETJ No. 37, p. 52.

able to cope with stages one and two with ease and confidence. At this stage the teaching should emphasize not only fluency, but also accuracy and appropriacy.

The fourth and final stage involves generalizations. The inferences made at stage three are enlarged and refined. This stage includes social and moral issues and the pupils are required to define attitudes and take a stand. In order to reach this stage, pupils must be trained very systematically, step by step, so that a high level of accuracy and appropriacy is actually achieved, and even the most mundane subject has been accorded multifaceted content and depth. Not all students can get to levels three and four, but being trained this way will enable each pupil to fulfill his potential.

Part III. Role Play

Role play is an integral part in teaching oral production and pupils should get used to role play at a very early stage.

In practising role-play there are several steps:

1. The teacher decides in advance not only on the vocabulary aspects of a certain role-play situation, but also on certain notions: how you apologize in English, what degrees of regret are expressed, or how we refuse an invitation, politely or not so politely; how we thank someone, give advice, introduce someone, etc.
2. The role-play is practised in class with the teacher taking one role and a pupil taking the other. The teacher makes sure to use as many of the planned vocabulary items and notions as possible. The teacher steers the role-play in a pre-planned direction and has full control over the situation.
3. Vocabulary items and expressions to be practised are put on the board, and used in different contexts.
4. Pupils themselves prepare vocabulary items and notions for a role-play, practise them, and practise the role-play situation, in class or at home. They may also record themselves.

Part IV. The Monologue

The first step is training our pupils to hold small monologues on a variety of everyday subjects in order to develop oral production. This enables pupils to repeat and review the new vocabulary and also to train pupils in speaking freely and thus ease any 'clamming up' problems. In these mini-monologues a good level of vocabulary and a high degree of accuracy should be demanded. This can be achieved quite easily, as the monologues are prepared in advanced, at home. Under no circumstances should pupils be allowed to read out their monologues in the classroom, though they may use notes, which they have previously prepared.

Each monologue must have a beginning, stating the topic or the issue to be discussed. Then, in the middle part, the issue is examined from different angles. It is the role of the teacher to train the pupils first to state one side, and then the other. An awareness of the other side not only enriches the language, but also broadens our pupils' minds. Finally, pupils must be trained to take a stand and think things through to their logical conclusion.

There are many different varieties of the monologue, and each requires specific training so that pupils are trained to have a systematic approach to each topic, stating the facts, discussing the problems involved and adding depth to every subject. Thus vocabulary for oral production is enriched and the cognitive processes of our pupils are developed.***

Conclusion

Training our pupils in the oral skills is merely a part of the whole picture and wherever possible the skills should be integrated and vocabulary reinforced. This integration can take many forms, but here we propose the following sequence.:

1. Read a passage, newspaper article, or any other type of written text.
2. Select and teach the vocabulary
3. Oral work
4. If possible, a listening comprehension passage (or the news).
5. Write an essay, content to be based on steps 1,3 above, new vocabulary to be used.

Addendum
Interview Topics

The following list of suggested topics provides useful guidance for teachers of 9th and 10th grade students, in training pupils to function at the pragmatic level.

1. You; your appearance; your family; your place in the family.
2. Hobbies, past and present; favourite books, music, films, shows, plays, TV programmes.
3. Your home, neighbourhood, city.
4. Driving a care; car accidents; parental reactions and possible conflicts.
5. Pets; attitudes to animals; animal protection societies.
6. Friends, qualities in people.
7. Volunteering
8. School, in general and in particular; examinations, cheating; teachers.

*** cf. pp. 55-57.

9. Travel in Israel and abroad.
10. Israel; life here or abroad; emigration/immigration from a moral and a practical point of view; suggestions on how to increase immigration and prevent emigration.

ETAI CONFERENCE WORKSHOP: 'CONNECTING' YOUR EXERCISES TO YOUR LISTENING PASSAGE

(Getting the Most Out of Authentic Listening Materials)

by *Shelagh Rixon*, The British Council

Authentic Recordings have been with us for at least 10 years as exponents of General Pedagogic Virtue, in contrast with Constructed Materials. I am not a 100% hard-liner on Authenticity at all costs, but I am a hard-liner on mistreating Authentic materials.

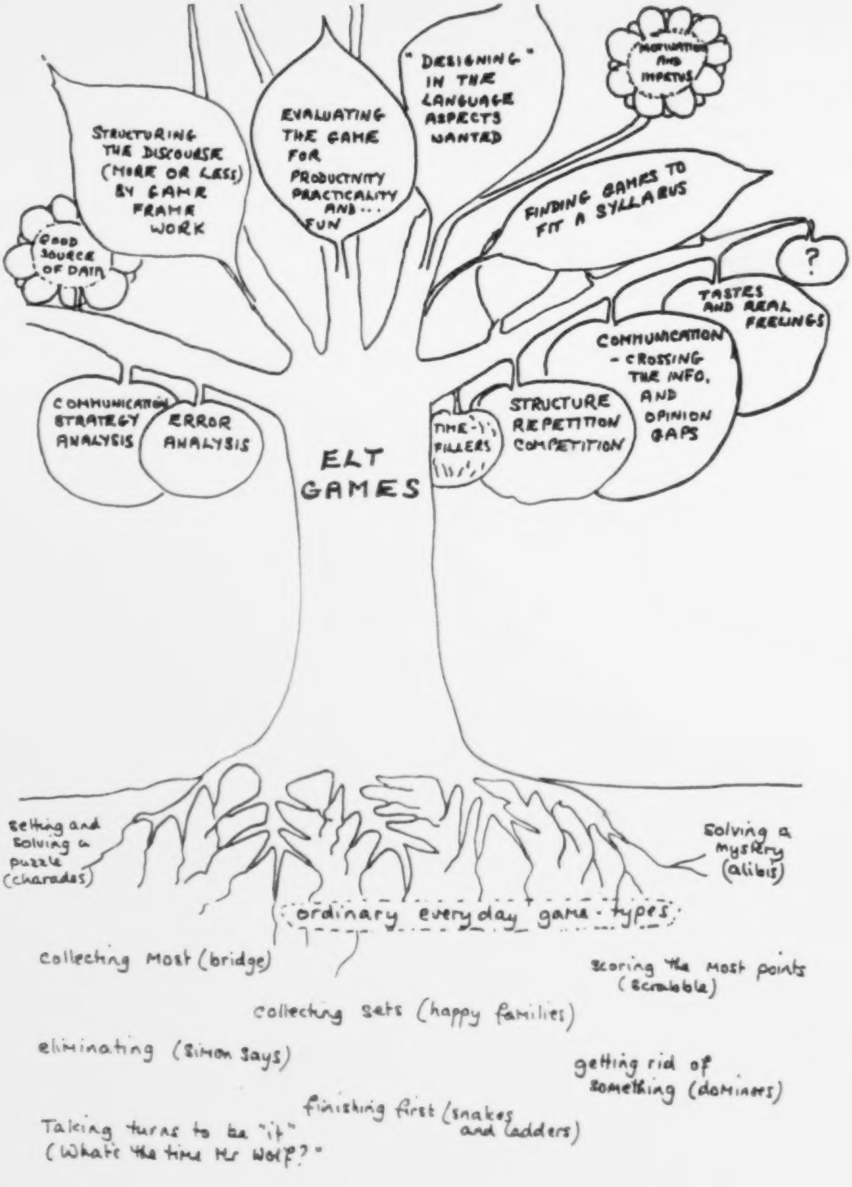
The main theme of the session was that Authentic Listening texts often remain under-exploited. I think that the reasons for this can be traced to a fixation with the sort of activities and exercises that marked the first Great Reform in the Teaching of Listening Comprehension. The reform took the shape of a concern with developing the students' ability to extract INFORMATION rather than language points from what they heard. Already a step forward from Listening work that seemed to have more concern with grammar, lexis and Language Reinforcement than with the ability to comprehend and organise the MESSAGE of a spoken text.

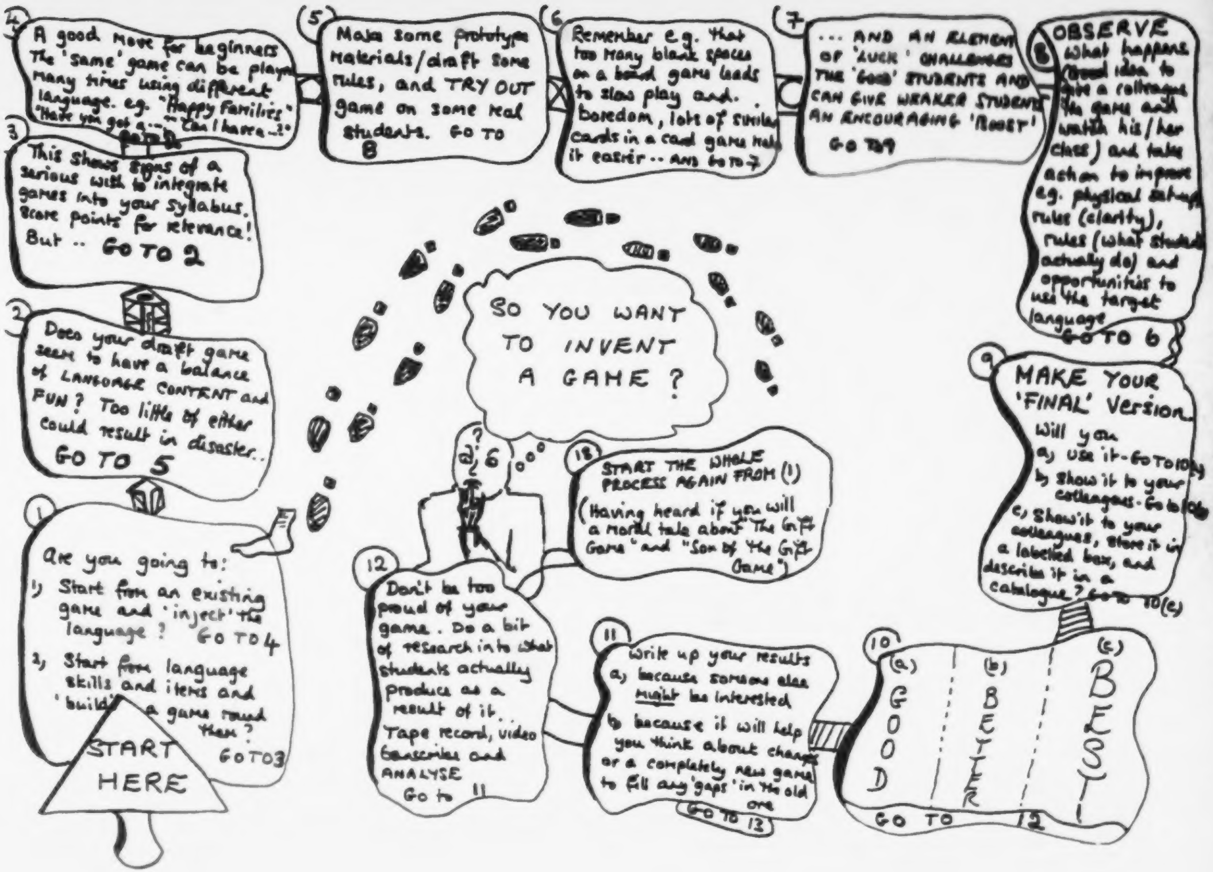
From 10 to 15 years ago, as a result of this concern, we started to use such useful exercise devices as Information grids and simple note-taking frames to complete, rather than long written questions requiring hefty reading and often equally hefty writing when putting down the answers. At last the students were left free to concentrate on listening. A liberation in many ways and still a valuable training. Pure information organisation tasks have had great spin-offs in my opinion for learners' general note-taking and information-retention training. But they may have diverted attention from that other very important aspect of comprehension — what speakers are trying to 'do', what is 'going on' behind the words. This can be important in even a simple seeming exchange where no irony or innuendo may be expected, but where something may still be 'going on' between the speakers.

Summary of the Games Workshop held at ETAI 1988 Conference: Shelagh Rixon, The British Council

I assumed in this workshop that participants would already be familiar with numerous games. The aims, therefore, were to find different ways of systematising this knowledge to encourage a principled use of games and elevate their status above that of the mere 'time-filler'. To do this I used the attached tomato plan diagram as a framework for discussion. The roots of the plan are in the rich soil of 'everyday' games, and we started the discussion by looking at the 'fuel' (goals and activities) that many normal and ELT games share. We then passed to a discussion of the evolution of Language games from the Dark Ages in which they were mere 'fillers' (withered fruit on the right hand branch), through the Structural and Communication Games eras. The middle part of the diagram (leaves) concerns things that it is worthwhile bearing in mind about language games — particularly the need to fit games to syllabus and lesson needs and the need to evaluate the usefulness and fun of games you use, rather than take them for granted. The two fruit on the left hand branch show two areas of research in which a game can prove very useful in stimulating the students to produce the language data you need for analysis — always bearing in mind (left hand leaf) that the game itself can have a powerful influence on the structure of the discourse that takes place. The 'So you want to invent a game?' board and the list of workshop tasks were two ways of getting at the same point: that different people are 'inspired' by different things when inventing games, but that, however you work, you should try to fit a game to a specific set of teaching purposes.

Workshop tasks: (i) Give yourselves a challenge! Start with a language objective (e.g. a lexical set, a verb tense) and devise a game to fit it. Sketch out rules and material on paper. (ii) Try a softer way in! Take a well-known game (e.g. Happy Families or Dominoes) and see what language you can "build-in" by your choice of picture cards and rules in this case. (iii) Get together with colleagues and compile a list of games that have a use in teaching. Illustrate your list, organise it into categories.


ELT GAMES
STRUCTURING THE DISCOURSE (MORE OR LESS) BY GAME FRAME WORK
EVALUATING THE GAME FOR PRODUCTIVITY PRACTICALITY AND... FUN
"DESIGNING" IN THE LANGUAGE ASPECTS WANTED
MOTIVATION AND IMPETUS
GOOD SOURCE OF DATA
FINDING GAMES TO FIT A SYLLABUS
?
TASTES AND REAL FEELINGS
COMMUNICATION - CROSSING THE INFO. AND OPINION GAPS
STRUCTURE REPETITION COMPETITION
TIME-FILLERS
COMMUNICATION STRATEGY ANALYSIS
ERROR ANALYSIS
setting and solving a puzzle (charades)
Solving a mystery (alibis)
ordinary everyday game-types
collecting most (bridge)
scoring the most points (scrabble)
collecting sets (happy families)
eliminating (Simon says)
getting rid of something (dominoes)
finishing first (snakes and ladders)
Taking turns to be "it" (What's the time Mr Wolf?"



SO YOU WANT TO INVENT A GAME ?

START HERE

1 Are you going to:
1, Start from an existing game and 'inject' the language ? GO TO 4
2, Start from language skills and items and 'build' a game round them? GO TO 3

2 Does your draft game seem to have a balance of LANGUAGE CONTENT and FUN ? Too little of either could result in disaster.. GO TO 5

3 This shows signs of a serious wish to integrate games into your syllabus. Score points for relevance! But .. GO TO 2

4 A good move for beginners The 'same' game can be played many times using different language. eg. "Happy Families" "Have you got a...?" "Can I have a...?" GO TO 5

5 Make some prototype materials/draft some rules, and TRY OUT game on some real students. GO TO 8

6 Remember e.g. that too many blank spaces on a board game leads to slow play and. boredom, lots of similar cards in a card game make it easier .. AND GO TO 7

7 ... AND AN ELEMENT OF 'LUCK' CHALLENGES THE 'GOOD' STUDENTS AND CAN GIVE WEAKER STUDENTS AN ENCOURAGING 'BOOST' GO TO 9

8 OBSERVE what happens (Good idea to give a colleague the game and watch his/her class) and take action to improve e.g. physical set-up, rules (clarity), rules (what students actually do) and opportunities to use the target language GO TO 6

9 MAKE YOUR 'FINAL' Version. Will you
a, use it - GO TO 10(a)
b, show it to your colleagues - Go to 10(b)
c, Show it to your colleagues, store it in a labelled box, and describe it in a catalogue? GO TO 10(c)

10 (a) GOOD (b) BETTER (c) BEST
GO TO 12

11 Write up your results
a, because someone else might be interested
b, because it will help you think about changes or a completely new game to fill any 'gaps' in the old one
GO TO 13

12 Don't be too proud of your game. Do a bit of research into what students actually produce as a result of it.. Tape record, video transcribe and ANALYSE Go to 11

13 START THE WHOLE PROCESS AGAIN FROM (1) (Having heard if you will a moral tale about "The Gift Game" and "Son of the Gift Game")

ETAI CONFERENCE:
SOME OF THE QUESTIONS PRESENTED TO VARIOUS PANELS

"Burning Issues" Panel

1. Are there any new methods for teaching English to socially-disadvantaged pupils in Technical secondary schools?
2. What do you do when you have a dyslexic pupil in your class?
3. How do you allow for English language learning in a heterogeneous set-up? How do you activate slower students in a general discussion? How do you motivate reading?
4. Are language laboratories passé? If not, why aren't they used in the school here?
5. What does the panel think of the notional/functional approach to langauge teaching?
6. How can we help motivate the under-achiever? Does the panel have any advice on how to help pupils who are right-brained rather than left-brained learners?
7. What does the future hold in terms of
   (a) heterogeneous vs. homogeneous vs. individualized teaching and learning?
   (b) humanistic vs. new technology vs. "back to basics"
   (c) teacher as pedagogue vs. teacher as manager
8. How can a teacher prevent burn-out?
9. Is it true that there is a shortage of English teachers but there are a great number of private teachers?
10. Is there any research on the effects of oral communicative practice on the skill of writing?

"The Role of Literature in the EFL Classroom" Panel

1. Literature is, in effect, part of the Ministry of Education curriculum and is also recommended to adults in private institutions. Is there any research on the teaching of literature in the classroom? If so, what do we know about its effectiveness? At what stages/levels is it really useful? How does one make policies accordingly?
2. Is literature just another *means* of teaching language or a separate subject meant to increase the student's awareness of literature as such?
3. Should some stories be taught "holistically" (i.e. without intensive *language* practice), so as to preserve their spirit, their impact, their "life", as it were?
4. If you could choose two short stories to teach EFL high school students

   - (a) what would they be?
   - (b) what would be your criteria for their choice?
   - (c) how would you "use" them in the EFL setting?
5. I've been swung with the pendulum back and forth. It seems to me, in retrospect, that our students who fared on the old programme (Shakespeare & Co.) took away more with them in terms of literary experience. Can the teaching of literature be complete without a classic?
6. How can we overcome the vocabulary difficulty in presenting literary texts?

JUST PUBLISHED!!

ALL MY SONS — video(!), pupil's book, teacher's guide, by Sheila Been; publ. Eric Cohen.

TALKING ABOUT LITERATURE (Bagrut anthology and oral tasks), by Natalie Hess and Eveline Ezra; publ. Eric Cohen.

CLOSING CIRCLES — textbook for Grade 10, by Lea Kirshenberg.

CAN I HELP YOU? — for very weak learners in Grade 10, by Rivka Horowitz and Brenda Liptz; publ. Maalot (Curriculum Dept., Ministry of Education & Culture).

ARTICLES ON TEACHING LITERATURE

I COME TO BURY CAESAR, NOT TO PRAISE HIM: TEACHING RESISTING READING

by *Ellen Spolsky*, Bar-Ilan University

(Plenary Lecture, ETAI Winter Conference, 1987)

I assume that many of you who learned English as a second language in school studied Shakespeare's *Julius Caesar*. Many probably had to memorize Antony's funeral oration as well. If I were to ask you, now that you are teachers yourselves, what the justifications were, or are, for teaching that text within the English as a foreign language curriculum, you would probably tell me the following: students of English language should also be familiar with English culture and that means Shakespeare. Or: teaching a language means exposing student to not just everyday English, but to the literary language as well. Some might even say that one of the major reasons for learning English is to have access to its high culture.

Your answers, then, would be versions of the alterity principle in education: learning is learning about undiscovered countries, about what one didn't previously know. Learning is expanding one's sympathy to people and cultures which had previously been beyond one's horizons. Let me ask you, then, to think about why English schoolchildren have to read *Julius Caesar*. You will see that many of the above answers apply. It has been assumed that English schoolchildren have to be educated into the local high culture, which means that they need to understand about Romans. The questions can be pushed back even further: Why did Shakespeare, in England in the sixteenth century, write a play on the subject of the death of Julius Caesar in Rome in the first century B.C.E.?

The first answer to this last question is that the Renaissance was a neo-classical period and one of the things it means to be a neo-classical period is to value a past culture. Neoclassicists feel that whatever culture they define as classical embodied eternal values which are worth preserving and imitating even if the culture itself is dead. Educated people in Renaissance England, then, appreciated the Greek and Latin classics and felt that they taught permanently true lessons, particularly lessons in public statecraft. Shakespeare, thus, in taking his text from North's translation of Plutarch's *Lives*, was bringing to his own society lessons about loyalty, honesty, and good government which he believed had not only been true in the past but were still true. Teachers of *Julius Caesar* in England today presumably share this belief, as do teachers of *Julius Caesar* all over the world.

The source of neo-classicism, then, is a state of mind in which people value the remote past over their own experience, or over the experience and teachings of their more immediate predecessors. Renaissance thinkers ignored the ethical teachings of the Middle Ages, and prized the classical texts. Peter Burke in his book *The Renaissance Sense of the Past* (1969) argues that one of the defining features of the English Renaissance, one of the things that distinguishes it from the Middle Ages, was its sense of the alterity of the past. The past was different from the present, and from the recent past, and things have changed for the worse. Accompanying that sense of distance and of difference is a belief that aspects of that valued past, being eternally true, can be understood, recovered, relearned, and reintegrated into contemporary life for the benefit of the present.

The common thread then, running from North's translation of Plutarch's *Lives*, to Shakespeare's writing of *Julius Caesar*, to teachers teaching *Julius Caesar* in English classes in England, and Israeli children memorizing Antony's funeral oration, is the value placed on the recognition and understanding of alterity. What must be taught and what must be learned is, as Hamlet says condescendingly to Horatio: "There are more things in heaven and earth, Horatio,/Than are dreamt of in your philosophy." (I.v.167-8).

According to a neo-classical epistemology, then, all children, in order to be properly educated, must be given a sense of a larger world, a world with different values than the ones they learn in their own environment. They will be educated people only when they know how to get out of themselves, to understand and deal with difference. Today in Israel we certainly want to know how we can teach our children to understand alterity; if not the Greek and Roman classics, then at least, the European Renaissance, or, even, contemporary Europe. We would like to teach them to understand the Arabs we live with, or even the different kinds of Jews who live in another neighborhood.

But we don't, any more, teach *Julius Caesar*. We teach Bernard Malamud's story, "A Summer Reading" and James Joyce's "Eveline". When I had a chance to say something about the English curriculum a few years back, I certainly did not suggest returning to Shakespeare. Instead, I suggested adding Tillie Olsen's story, "I Stand Here Ironing." Does that mean that I don't agree that understanding alterity is an important goal of education? I should hope not. Today we are more skeptical about how the gap between what is already familiar and what is distant, rich, and strange, can be bridged. How can people who differ learn to understand each other?

Our epistemology, in fact, is not neo-classical. We do not, we cannot, I would argue, abandon the goal, but we have a different idea of how to reach it. We assume that learning must take place not by confrontation with the unfamiliar, but by a motion (unclearly understood) from the familiar to the unfamiliar.

I am a literary theorist, not a cognitive psychologist, or an educational theorist. What I know about the latest learning theory, I know second hand. I will, then, tell you about something I know first hand, that is, my own reading of texts, and, from what I have read about the experience of many others now reading and writing, I will try to explain the arguments for an alternative epistemology, alternative to the neoclassical, that is, for an epistemology of moving from the familiar to the less familiar, based on the experience of women readers, specifically of feminist readers.

The most notable similarity between feminist critics of many different stripes is their appeal to their own experience of being taught to read texts from a point of view that was alien to them. Women readers recount stories of their literary educations which, please note, have marked parallels to the tales of students who have had to memorize passages from Shakespeare. Judith Fetterley, in *The Resisting Reader* (1978), says that "as readers and teachers and scholars, women are taught to think as men, to identify with a male point of view, and to accept as normal and legitimate a male system of values, one of whose central principles is misogyny."

Fetterley provides a feminist reading of Hemingway's *A Farewell to Arms* as an example of how the male author requires a female reader to identify with his suspicion of women. The story, you recall, tells of Frederic Henry, an American volunteer in the Italian army during the First World War, who is wounded, then falls in love with his nurse, Catherine Barkley, and deserts with her to the safety of Switzerland. The two live an idyllic life, for a while, until the heroine, Catherine Barkley, dies moments after her stillborn child. As she dies, she apologizes to the doctor and to Frederic Henry for giving so much trouble.

The usual interpretations of the book read it as a tragedy. The world fails the good and pure Frederic Henry — all his ideals about heroic war and pure love are shown to be misconceived. And Catherine dies, as Fetterley points out, to allow him to keep his high tragic view of himself. Fetterley herself, however, resists the tragic reading. Frederic Henry is, she reminds us, a deserter. His "need to avoid responsibility is central to his character" (not very romantic, is it?). "He is able to relate to [Catherine] precisely because and so long as their relationship has neither past nor future. He is spared complications by Catherine's death in childbirth...Through Catherine's death Frederic Henry avoids having to face the responsibilities incumbent on a husband and father. Her death abets his desire to remain uncommitted and gives him a justification for it." (p. 60). Women mean death for Hemingway, in this as in others of his works. The hero of *For Whom the Bell Tolls* also dies to protect the woman he loves. Is this romantic, or is this simply blaming women for death? A female reader, Fetterley concludes, is led to identify against herself, unless she becomes a resisting reader — unless she is a suspicious reader, a reader who tests the text's moral system against her own experience before she accepts it.

Sandra M. Gilbert, another important feminist critic, has recounted in several articles (1979, 1984) how women students are educated to adopt a man's point of view in reading. By the time a woman finishes her undergraduate education in English, Gilbert says, she has:

> "as Oedipus Rex...interrogated and yet acquiesced in, the fatality that causes a man to kill his father and marry his mother; as Pip, she had learned never to trust a fatal *femme* like Estella Havisham but rather to lower her expectations and make her own way in the world; as Huck Finn, she had lit out for the territories, escaping both the false gentility and the constricting domesticity of a slave-owning society ruled by fussy ladies like Aunt Polly; as J. Alfred Prufrock, she had worried about "the overwhelming question" toward which flighty women who "come and go/talking of Michelangelo" might paradoxically lead her; as Nick Carraway, she had admired the Faustian intensity of Jay Gatsby and deplored the selfish aplomb of Daisy Buchanan." (1984:6)

The educated woman student of literature was, in the opinion of most feminist critics, schizophrenic. She learned to hate herself in order to read in a way that was acceptable to her teachers and to the literary establishment. The conclusion drawn from the experience of many women, then, is that the reading of literature is not gender free. What has often passed for a "neutral" or "objective" reading has in fact been a male reading — worse, a male reading claiming to be a universal reading. But no reading can be universal. Everyone reads and interprets against the background of his or her own cultural and individual experience.

So here is the conflict with the neo-classic point of view. A classical epistemology assumes the existence of universal truths. The trouble, as feminists have identified it, is that it seems always to be those in power, usually men, who define what those universal truths are. It seems to be a prerogative of power to declare one's own world view to be the "natural" one, the right one. Thus the dominant patriarchy establishes a set of gender alignments according to which men are assumed to be "naturally" rational, serious, reflective, detached from social values, and women are "naturally" emotional, frivolous, spontaneous and committed to the maintenance of social norms. Feminist criticism, on the other hand, recognizes the inherent relativism of all reading and interpretation. This leads to a principle which has been called "the authority of experience." As Maurianne Adams puts it: "in the simplest possible terms,...our literary insights and perceptions come, in part at least, from our sensitivity to the nuances of our own lives and our observations of other people's lives."

Nina Auerbach expresses the anti-classicism of her kind of reading as clearly as possible, saying that her "own work [as a feminist critic] and the work of the women I admire give their allegiance to the messiness of experience...I and my community are impurely human, and... our diverse ideologies have been soaked from the beginning in the impurities of experience." (1985:229). The feminist position embodies the epistemology which we all in fact adhere to today — the epistemology which keeps us from requiring Israeli high school students to read *Julius Caesar*. Auerbach expresses it this way: "Lives are our medium of exchange. Books are inseparable from the private experiences that authorize them, while these experiences take on the semipublic and shared quality of our books. Finally, this conjunction is the only gospel we trust."(p. 231)

A necessary condition of feminist criticism, then, is that education which forces the identification of the learner with alterity, with the other, is not impossible (after all, so many of us did it), but it is pathological. One is forced to devalue one's own self and culture in order to achieve the desired identification. Because we agree that lives and books must match, we have tried to choose texts for our students to read which will allow them to see the identity of life experience and literature. So instead of being asked to praise the noblest Roman of them all (implication: they are all pretty noble), the Israeli adolescents whose entire national history was turned to catastrophe by the Roman conquest of their country, the destruction of their Temple, and the exile of their ancestors, their current reading list asks them to sympathize with adolescents who are, for the most part if not entirely, in conflict with their environment. Is this healthier? Perhaps, but what about the value of understanding difference? How will we teach that?

Let us take the teaching of James Joyce's *Eveline* as a particularly interesting case. Joyce's heroine, virtually beaten into submission as a housekeeper to her father, is given two alternatives within her culture. The first is to marry and be respected, although the example of her mother makes her suspect that there may be a darker side to marriage. The second is to remain a virtual slave to her father. Her third alternative, going away with Frank (whose name means freedom) who is "manly and openhearted" and who will take her to Buenos Aires — a place of "good air", is never really an alternative, and her failure to go in the end, as most Israeli teachers teach it, is predicted by the story until that point. Frank, in the last sentence of the story, is "beyond the barrier," but she, Joyce tells us, is "passive, like a helpless animal. Her eyes gave him no sign of love or farewell or recognition."

Israeli students, no docile lot, in fact find it hard to accept Eveline's passivity. They identify with her up to a point, but then become angry with her for not taking her chance to escape. The teacher, trying to teach them understanding of other cultures, argues that she was passive because her culture and education made her that way, and that Joyce means us to disapprove of the culture, but not to disapprove of the young woman who has no choice. The teachers, mostly women, collude, I would say, with Joyce in making their students, especially the women, agree that women have no choice but to accept what their culture demands of them. Why aren't they angry with Joyce? Why do they agree to let him, and the students, blame the culture, but insist on its inevitability? As the story ends, Eveline must give up her freedom, her Frank. Why? To prove Joyce's contention that women are passive and that they cannot escape the role society assigns them. Shouldn't teachers be teaching their students to resist Joyce?

A good way to teach resisting reading is to find a story in which environmental or cultural pressures are successfully resisted, such as Tillie Olsen's "I Stand Here Ironing". That is a story which, in the end, demonstrates a human being's independence of circumstances. In the end, the child who has indeed had some difficult times, is not "ironed" as a dress is ironed — is not flattened by life.

Let's look at the story. The narrative describes a mother's reminiscences of her 19-year-old daughter's life, prompted by a teacher's request that she "come in and talk about your daughter." The mother does not share the teacher's faith that she can produce an explanation, an understanding of another person, even if that person is her daughter. She protests to herself: "You think because I am her mother I have a key...? She has lived for nineteen years. There is all that life that has happened outside of me, beyond me." But after the memories, the narrator-mother says: "I will never total it all...Let her be." And almost prays: "Only help her to know — help make it so there is cause for her to know — that she is more than this dress on the ironing board, helpless before the iron."

The proof Olson offers that Emily is not helplessly subjected to outside influences is her talent for mime, recently discovered. "Where does it come from, that comedy?" (p. 12) The comedy, and Emily's success in a talent show, is the metaphor Olsen sets against the ironing. Emily's gift for comedy is unpredictable from her sad childhood — in direct contrast to the inevitability of Eveline's past and present. The story's immediate interest for adolescents is precisely in this subject of how much one's life is influenced by outside factors, especially from one's parents. This is equally true, of course, for students of both genders.

But I'm not finished with my argument yet. I may have convinced you that students should resist Joyce and might want to identify with the teen-age girl in Olsen's story, and that we might want them to, but how does that satisfy the demand I raised early on, which I assumed you shared, the demand that students learn to understand alterity, the other, that which is different from themselves

Let's go back to "Eveline" for a moment. By teaching the resisting reading, by letting the students get angry with Joyce for making Eveline so passive, we would teach not resignation, but the difference between how male and female authors portray women's choices. Both stories are written by authors with personal familiarity with the culture of poverty, and both fictions reflect this reality. In one case, the author preaches submission, in the other, freedom. And the important point would be that our students, both male and female, can understand both authors. They may not be able to identify with Eveline because they so thoroughly reject her choice, and they may not be able to identify with Emily, the child in Olsen's story, because the story is told from the mother's point of view, but they can, if we help them, understand what the two authors are doing. They can be shown how each author makes the outcome seem inevitable, and this is the valuable lesson.

The lesson is that they can read texts which they are not sympathetic with precisely

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because understanding doesn't entail accepting. They are free to choose to accept or resist the morality of a text, just as they can accept or resist the social reality around them. They can and, we would probably say, must examine alternatives and choose for themselves. One of the ways we understand texts about people who are different from ourselves is precisely by resisting them. This, at any rate, is a first step. As teachers we should encourage, and not discourage, such resistance to texts.

When experience and texts conflict, the authority of experience must be allowed expression. If it isn't, students quite reasonably become angry with a teacher or author who insists on their sympathy where they cannot give it. To be angry with Joyce over Eveline's fate is a legitimate response. From that response, based on life experience, the next step is recognizing that there are different cultures and that they have different values. We don't have to justify or agree with them all, but we have to recognize and tolerate them. At some point, Israeli students have to learn that the western world and the Jewish world have different assessments of how noble the Romans were. They could learn this from a resisting reading of *Julius Caesar*. Maybe we should put it back in the curriculum.

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Ellen Spolsky is an Associate Professor of English and the Director of the Lechter Institute for Literary Research at Bar-Ilan University. Her most recent book is The Bounds of Interpretation: Linguistic Theory and Literary Text, Stanford UP.

THE READING PROGRAMME AS A FACILITATOR OF THE ORAL TEST

by *Amalie Etkin*, AMIT Comprehensive High School, Lod

The reading programme is not part of the written Bagrut Test any more. Some teachers regret this, perhaps for valid reasons, but there are other reasons, probably not less valid, to make it part of the Oral Test. This means that it has now become a subject, more than before, to be discussed, explained, analysed by teachers and pupils. In short, it has to be *talked about* instead of *written about*. The emphasis has shifted.

From discussions with colleagues, as well as experience as oral tester, I have felt that there has not been any change in the teaching approach to the reading programme. A redefinition of the aims and a change of activities are badly needed. This change does not mean that teachers should limit themselves to oral activities alone. Reading and writing are a prerequisite and helpful crutch to speaking even in one's own language, so much more so in a foreign language. To speak fluently and intelligently, one has to organise thoughts which, in turn, adds to one's self-confidence, especially of the language learner. In order to discuss a story, essay, play or poem the pupil has to be aroused, to wish to respond and get involved by expressing opinions and feelings. He has to be "provoked" and stimulated emotionally and intellectually.

One of the difficulties encountered during the oral test was that the pupils were unable to identify important quotations (for example "What's the matter with you, You know Larry never flew a P-40!" "So who flew those P-40's, pigs?") Identifications as an opening make it easy to ask simple information questions adjusted to the pupils' level (Four or Five points). An example of another strange response was to see in EVELINE a story of a noble young girl, who sacrificed her life to raise her younger brothers after the death of her mother and to support her father in his old age.

This doesn't mean tht EVELINE should be taught as an example of the Stream of Consciousness genre or of Symbolism. Yet how do we get pupils involved in the tragic predicament of a young girl who became a victim of her circumstances? In teaching literature to high school pupils our aim is, among other things, to do justice to the literary work we have chosen and make it an emotional and intellectual experience which, in turn, will facilitate the pupils' responses.

Many of us have at one time in our lives, perhaps even as far back as kindergarten, taken part in a play, learned something by heart, recited it in front of a public and still remember it to this day. We remember things when we are involved. Jeanne Collie and Stephen Slater write in the introduction to their book LITERATURE IN THE CLASSROOM, C.U.P. pp. 6,7: "If it is meaningful and enjoyable, reading is more likely to have a lasting and beneficial effect upon the learner's linguistic and cultural knowledge." In their chapter on "Some Commonly Used Approaches to Teaching Literature" they write: "The perennial problem of how to teach languages...has become increasingly guided by the dominant aim of promoting the learners' communicative competence." Alan Maley and Sandra Moulding write in their book POEM TO POEM, C.U.P. p. 1:

> "Poems are often easy to remember. They stick in our minds without conscious effort..the topics are in themselves interesting and important. When we are learning a language...we need to have significant things to think and talk about."

The following activities proved successful, though sometimes adjustments had to be made when a project was too ambitious. But any kind of pupil-involvement in creative activities was greatly enjoyed by them and proved very helpful.

1. All My Sons

On completion of Act II, Joe Keller was put on trial with pupils either defending or prosecuting him. We began with a brainstorming activity. The main points were put on the blackboard under the heading PROSECUTION or DEFENSE. Then the class worked in groups of four to add to the points, enlarged on them and wrote complete sentences, even short paragraphs. Then a written assignment followed as homework: "Defend or prosecute Keller." They came back to class and spoke about their homework. Finally we recorded it in class. Listening to their own production was much fun. The original plan was to video-tape it and include character witnesses and a judge dressed in a black gown.

2. Eveline

Two different pupils play the part of Eveline. One wants to leave, the other is unable to leave. Each presents the reasons for and against, in chronological order, the order being a memory aid. It can start out as a brainstorming session in class, with two pupils recording the reasons for and against and then reading it to the class. Pupils rehearse at home, or record it on tape. The next lesson the class listens to the two Evelines, or to the tape-recordings.

3. A Summer's Reading — suggestions (see attached graph)

a. Draw a graph of George's meetings with Mr. Cattanzara (or use the prepared graph. Five-point pupils do not get the main points for each station and fill it in themselves.) Then answer the following questions:
    1. What happens during the meetings?
    2. What are the results of each meeting?
    3. Can you explain the results?

b. Ten years later, George is a high school teacher. He talks with a youngster who wants to drop out of school. Base your dialogue on Mr. Cattanzara's words: "Don't do what I did."

4. Stopping by Woods on a Snowy Evening and The Road Not Taken — a written assignment followed by discussion

a. Compare the problems of the speakers in both poems.
b. What is each speaker's solution?
c. Compare the different characters of the speakers.

5. The Chimneysweeper in "Songs of Innocence and Songs of Experience"

a. **Compare the two chimney sweepers in the two poems.**
b. **William Blake as a social reformer and rebel.**
c. **The child as a symbol of injustice and suffering.**

(It is helpful and conducive to understanding if we teach these poems in pairs. It also facilitates speech.)

Poetry is easier to teach to five-point pupils, but this is not always so. Sometimes a four-point class is receptive to poetry; conversely, a five-point class might dislike it. But a teacher who loves poetry usually "infects" the pupils. Most of the above activities were done as final assignments and activities.

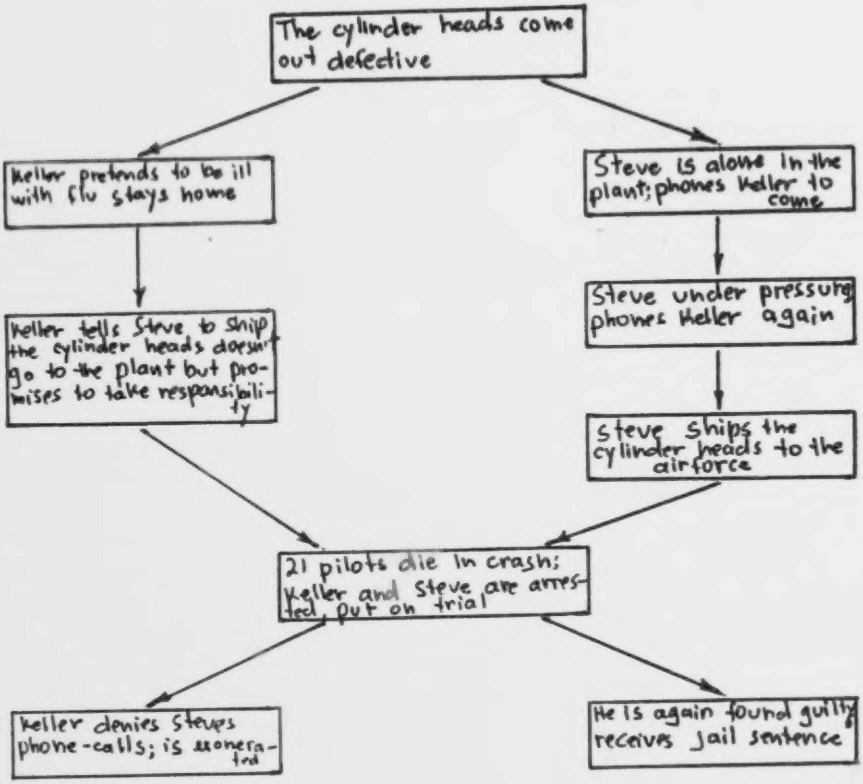
6. The Sunflower

by Simon Wiesenthal, a story and three essays on the Holocaust, included in the Revised Edition of ALL MY SONS, Kernerman Publishing. There are many oral activities suggested in the unit. Both the story and the following essays caused pupils to become truly involved in the problems mentioned in the unit; whether forgiveness to a dying Nazi soldier, who confessed his sins, should be granted. The role-play, comparing the different approaches to the dying Nazi, was especially successful. The first two essays, by Mark Geulden and Jacob Kaplan, Chief Rabbi of France, can be taught to a good four-point class. The third essay, by Cynthia Ozick, should be taught to five-point pupils only.

Any kind of activity that needs organization such as: make a list, draw a chart, prepare a flow chart (see attached flow-chart) are helpful memory aids and facilitate speech.

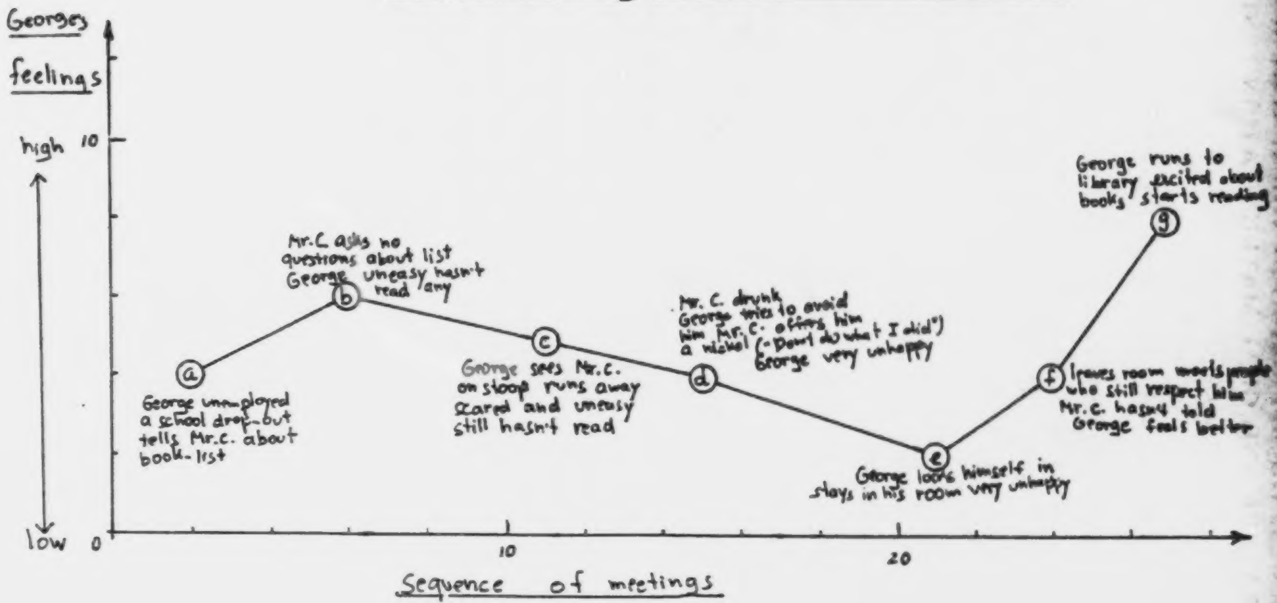
Flow-Chart ALL MY SONS

The Shipping of the Cylinder Heads


The cylinder heads come out defective
Keller pretends to be ill with flu stays home
Steve is alone in the plant; phones Keller to come
Keller tells Steve to ship the cylinder heads doesn't go to the plant but promises to take responsibility
Steve under pressure phones Keller again
Steve ships the cylinder heads to the airforce
21 pilots die in crash; Keller and Steve are arrested, put on trial
Keller denies Steves phone-calls; is exonerated
He is again found guilty receives jail sentence

Assignment: Use this flow-chart to write a short paragraph (100 – 150 words) about the shipping of the cylinder heads.

Graph of George's Meetings with Mr. Cattanzara



THE GESTALT APPROACH IN THE TEACHING OF LITERATURE AND ORAL MATRICULATION TESTING

by *Lenny Ravich*, English Inspectorate

The following article is partly transcribed from a lecture given in Haifa on June 23, 1988

The purpose of my developing the Gestalt Approach to Literature was to offer myself and other teacher-testers an alternative option to the already existing methods for the teaching and testing of literature. This option, I believe, is more creative, imaginative and spontaneous than other approaches, and will probably lead to excitement in teaching-testing and less burnout.

The word *Gestalt* is from the German meaning "fragmented". The Gestalt happens when the pieces are put together and the fragmentation becomes "whole". In other words, "integration" happens.

Recent research in the areas of the thinking mind and use of the brain have concluded that our brains are divided into two hemispheres: left and right.* The left hemisphere is devoted to computing, calculating, and reasoning. Our right hemisphere operates in areas of sensitivity, imagination, and creativity. Schools generally emphasize left-hemisphere teaching in subjects such as math, physics, Bible, language etc. Testing, too, which is mostly commitment to memory, invites use of the left hemisphere. What I would like to demonstrate is teaching a left-brained subject, such as English, while activating right-brained learning. This would allow our right brain to function as we teach a left-brained subject.

Using the left hemisphere enables us to talk "about" things and interpret. We talk "about" philosophy, or "about" a character in a play or idea in an article or poem. Using the right brain eliminates talking "about" and encourages talking "to" a character or symbol, and to "become" the idea which provokes confrontation and evokes, naturally, excitement.

I would like a volunteer to come up to the center of the room where I have placed two empty chairs facing each other. I would like to demonstrate here using the right brain in order to talke "to" or "become", rather than talk "about."

(A woman from the audience steps up and sits in one of the chairs, facing the empty chair).

L. What piece of literature have you taught this year?

W. *All My Sons.*

L. What is the first thing that appears in the play that is of significance?

W. The tree.

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* *Use Your Head*, Stuart B. Litvak, Prentice Hall, Inc. 1982

L. O.K. I'd like you to *be* the tree. Talk as if you were the tree in the play and as if you had a mind, feelings and could speak. I'm going to confront the tree. 'Hi, tree, how are you!'

W. I'm all broken up. (Laughter from the group).

L. What happened to you last night?

W. A terrible storm came up. I felt myself breaking apart. I felt so fragile. I found half of me on the ground and half of me here.

L. Why were you planted? What was the purpose?

W. Well, I was planted in commemoration of a soldier who was lost in the war and is probably dead.

L. How do you feel about that?

W. Fragmented

L. Would you please look in the empty chair opposite you and see Kate sitting there. Picture what she is wearing. See her eyes. Is there something you would like to say to her?

W. You look sad.

L. Sit in the empty chair. Become Kate. Answer the tree.

W. I'm sad. I'm broken up too...

By leaving the empty chair opposite the character or symbol, a confrontation ensues. I might ask the pupil to change chairs and become the very character or symbol which was being confronted and request that he answer or respond. Experiencing the poem, play or article takes precedence to interpretation or criticism. This allows the pupil to come to his/her own conclusions (and probably yours) by wading through thoughts and feelings alone. Communication in the target language takes place, which, indeed, is one of the goals of our present program.

Using the Gestalt Approach permits me to avoid offering any answers. Any question a pupil asks may be double-chaired. This frustrates many spoon-fed pupils who like ready-made answers and forces them to think for themselves. (A noble aim?) It teaches the pupils to be self-supportive rather than to manipulate his environment for support.

The pupil will generally respond to playing out different characters by simulating thinking as the characters might. You can actually observe the pupils slipping in and out of characters and moods as they switch chairs.

I would like another volunteer to come up and sit in one of the chairs facing the empty one and *become* one of the roads in *The Road Not Taken* by Robert Frost. Eventually I would like to conduct a confrontation between the two roads by having the volunteer-pupil switch chairs and ask questions and respond.
(A teacher comes up to sit in the middle of the room).

L. I would like you to *become* the road that is "taken". Tell us about yourself.

T. I'm the road that is smoother, with fewer surprises. I'll get you where you're going with few risks. I'm straight and steady.

L. Would you like to say something about the road *not* taken?

T. I don't take chances

L. Are you frightened of this other road?

T. Yes.

L. Tell that *to* the road. 'I'm afraid of you'.

T. I'm afraid of you because I face so many choices. I find you frightening. You confuse me. The new opportunities you offer me are overwhelming.

L. Would you sit in the opposite chair and *be* the road *not* taken. Respond to this road's feelings. (Notice the body language as she gets into the other role.) Who are you?

T. I'm the road of the unexpected. Things that have not been done before. Come along with me. I offer excitement. You're gray (talking to the other chair) and I'm all the colors of life. I know exactly what's going to happen to you. Not to me, though.

L. (to group) Do you see the introduction to *Eveline*'s dilemma here? The two choices she has? Can you imagine the confrontation we could have with *Eveline*'s "fragmented" self by using these two chairs?

I began using the Gestalt approach during the oral examinations in Tiberias. It was a hot day. I was tired and needed to generate a higher emotional state. So I double-chaired the pupils. They enjoyed it and I found that I could alter my own state of consciousness as well as theirs and have an energetic examination. The feed-back and reactions by the pupils and teachers proved that my intuition was correct.

THE SHORT STORY IN THE ENGLISH LANGUAGE LESSON: AN INTEGRATED APPROACH TO LANGUAGE TEACHING

by *Natalie Hess*, Gimnasia Ivrit, Jerusalem

Language is a highly complex system of communication. Very few of us became master users of our first language. The entry into and pursuit of a second language system is often traumatic and unpleasant because it infringes on our psychological survival. The learner frequently finds himself rebuffed, corrected, ignorant, powerless and evaluated.

Many of the above frustrations emanate from the vision of language acquisition as a straightforward road on which milestones of success mark the movement forward. Obstacles occasionally have to be surmounted. But once this is accomplished, the traveler moves on to achievement and eventual perfection.

Perceived thus, language learning moves goosestep forward to march music. Those who fall behind are sadly out of step. Language learners and teachers have long known that the process is very different. Rather than being a march, language learning is like a dance. The practitioner moves forwards and backwards. He picks up a verb that he once knew, pirouettes about with a preposition, tangoes with lexical items he is not quite sure about, cuts in on a fancy conjugation and then abandons it to waltz pleasantly with some well-known tenses. As time goes on, he gets lighter on his toes, he forgets the steps and floats with the music and then inadvertently he stumbles again — faulty inflection, incorrect register — round he goes, suddenly he's got it.

Language gets picked up from here and there — a word explained in class suddenly cries out from radio, T.V. and newspaper. Why is it that it never existed before it pounced on the learner's consciousness?

A structure which was always impossible to master, even when drilled *ad nauseum*, becomes ridiculously clear appearing in a line of poetry that speaks to our soul. The spelling of a word forever forgotten is splendidly imprinted through the use of a mnemonic.

Language learning is not compartmentalized. We do not acquire it in neat little sections one added to another, but rather perceive it as a pattern, parts of which are entirely exposed to us, others hidden, and still others partially seen. As the pattern develops it occasionally changes shape so that our view of it is refocused and adjusted. Learning a language is more like driving a car than like building a wall. Verb forms, lexis, intonation and register must all function together just like gears, lights, speed, clutch and brakes.

The integrated approach to teaching does not compartmentalize. Grammar, spelling, vocabulary, idioms and communication are offered on one platter. They need not be boiled together in a stew and occasionally a portion of one item may be larger than that of another, but the integrated approach sees language as a holistic design to be added to from several directions.

It is for the above reasons that teachers have found literature, and particularly the short story, such a useful medium for the integrated approach to language teaching. There is nothing like a good story. It keeps us spellbound; it forces us to identify; it causes us to guess, to contemplate and to flex our emotions. If the story is well written, it provides a whole authentic world of its own. Literature, like kinetic art, changes from instant to instant even as we look at it. The story cries out for pupil involvement with the language encountered in its natural and authentic setting. The story offers masks from behind which pupils can communicate without embarrassment, for it is the characters of the story, not they, who thus vent anger on parents, teachers and other unfair authority figures.

A ninth grade teacher says it best and I shall quote her, "On a hot day during the last period, when everything else fails, the story still holds up."

What aspects of the story make it useful for integrated language teaching? Listed below are only a few:

1. Characterization

In a story we meet people. We can talk about them. We can guess what motivates their actions. We can like, dislike them or identify with them. We can speculate on their appearance or on their innermost thoughts. We can help them make decisions or resolve conflicts. Such activities lend themselves to

a. letter writing
b. role playing
c. diary writing
d. expressing opinions
e. criticizing personalities
f. comparing and contrasting

Example: "George Stoynovich was a neighbourhood boy who had quit high school on an impulse when he was sixteen."

We may wish to discuss the following:
Who is George?
What does he look like?
Why is he behaving this way?
What will happen next?
What other people may be involved?
What questions could we ask about him?

2. Conflict

Fiction presents conflicts between opposing forces. It may be a physical, intellectual, spiritual or emotional struggle. Conflict invites activities of:

Example: "He felt that they had no respect for him."
Was this feeling justified?
Why is the respect of others so necessary?
What do people do in order to gain respect?
If he had had the respect he wanted...

3. Contrast

Fiction shows striking differences between things and people in order to heighten effect. Contrasts are most useful in training pupils to read for detail and to notice descriptive language.

Example: "During the sultry days, some of the store keepers and their wives sat in chairs on the thick broken side-walks in front of the shops fanning themselves."

What specific details show the nature of the neighborhood?
Find all the adjectives.
Find other words that appeal to your senses.

4. Endings

Endings in fiction can be discussed for emotional or logical satisfaction.

Language gain
Endings lend themselves to (a) expansion of imagination — write another; (b) logical thinking — deciding whether or not the ending is reasonable in terms of what came before it.

5. Fantasy

Fantasy is used to arouse curiosity, amuse, excite, for escape or to express a theme.

Language gain
Fantasy lends itself to activities of suspension of disbelief. Group activities and brainstorm activities are enjoyable with the use of fantasy.

Examples:

1. Let's create an ideal person.
2. Let's imagine a treasure chest (great detail wanted).
3. Let's create a perfect car (safety aspects included).
4. A perfect kitchen, etc.
5. Let's give advice to someone with a serious problem.

Language put to use — Modals
She might... Perhaps they might...
He could ... We could...

6. Figuration Language and Images

furnish novel linguistic effects: increase knowledge and use of vocabulary and idiom.

Examples:

Ordinary Speech	*Figurative Speech*
stringy hair	sea weed on a clam
she's angry	anger rides in her eyes
I couldn't go because of the rain	streams of rain made prison bars for me.

Pupils should be encouraged to make their own.

Language gain — vocabulary and idiom expansion.

7. Irony

The contrast between what is said and what is meant enhances the feeling for style and register.

Example: "What a nice guy you are," Sam said as his brother Bill seized the last piece of cake and stuffed it in his pocket.

Language gain — fluency
Pupils should be encouraged to talk about the tone in which things are said. Can irony be cruel? How is it helpful?

(The examples have been taken from the story "A Summer's Reading" by Bernard Malamud — on the Matriculation program, and from *Projection in Literature* by Pooley et al.)

8. Narrator

Who tells the story?
Can we trust this person?
What aspects of the narration shall we be critical of?

Language gain — analysis brings about non-trivial conversation.
Structures in use — Let's suppose that...
If he wants them to ...
I disagree with...
If he really meant...he would have...

9. Plot, Suspense and Theme

The pattern of incidents which relate to the main idea and make us wonder what's at stake, tied to a comment on life.

Language gains

a. Descriptive language — when talking about repeated patterns
b. Comprehension
c. Analysis activities:
   (1) arranging plot details in order
   (2) finding specific points
   (3) analysing themes.

10. Symbols

Emotionally charged images.

Example: A hat in a story may mean something different to:
the person who wears it

the person who buys it
the person who sells it
the person who wants it
the person who sees it
or someone else.

Language gain — increase of awareness and vocabulary
structure — relative pronouns
the woman who...

The above areas provide a large "dancing area".

It still remains for us to outline an approach to the teaching of a story. We treat the story as any text in reading comprehension by considering it through:

1. pre-text activities
2. in-text activities
3. post-text activities

Pre-Text Activities

These are most successful as heuristics — predicting activities — a kind of pre-reading orientation — a glance at the map of a city in which we are to spend some time.

Below are several possibilities. Pupils, having been given one of these, should be encouraged to guess what the story is about.

1. phrases given from crucial moments in the story
2. a long sentence and some vocabulary
3. the first sentence of each story in the story — the last sentence.
4. the title; the last and first sentences
5. a skeleton plot of the story such as Boy meets Girl, Boy loses Girl, Boy finds Girl.
6. a vocabulary list and the themes of the story. Themes may be family problems, money problems, or a difficult decision. Pupils may be asked to first categorize vocabulary under the themes and then try to predict plot of story.
7. the description of one character and one or two objects in the story
8. the description of the setting and one character
9. a key phrase from the text with a request for associations — then speculation on relevance to story
10. pictures with talk about unknowns, and speculation on relation to story plot.
11. an object related to the story about which questions can be asked (good for younger pupils). Such an object could be wrapped up for a guessing game of — What do you think is in this package?

In-Text Activities

1. Content question which focus on implied as well as literal meaning of text.
2. translation
3. role-plays expanding plot and characters
4. writing activities that widen the story horizons
   - — characters write each other letters
   - — houses are sold and advertisements written
   - — characters eat in restaurants — menus written
   - — letters of invitation — thank you letters.
5. sentence completion to review plot
6. vocabulary reinforcement through finding how the writer says...
7. giving each paragraph in story a name
8. "cloze" passages summarizing sections of plot.

Post-Text Activities

1. compositions expanding or analysing and commenting on plot, character, themes.
2. character notebooks describing appearance of character — what character said about them — what they said about themselves, how the reader perceived them — can be illustrated with magazine pictures or drawings.
3. projects on themes related to story — architecture, geography, history, culture, human relations (these may take form of interview).
4. relating to other modes — how would a newspaper handle such a story? What would the headline be? How would a dramatist treat such a story? How would a movie producer?
5. rating story — indicate interest in text by rating story on a 1-5 scale where 1 = very interesting, 5 = very boring. Justify your ratings and compare to other stories read.
6. Decide what author's purpose was in writing story:
   - — to amuse
   - — teach lesson
   - — he/she had a need to tell
   - — express views on theme or condition
   - — other (explain)

I would like to demonstrate the principles outlined above on the first page of a short story which is part of the English Language Matriculation program — *Everything That Rises Must Converge* by Flannery O'Connor.

The story, which is set in the U.S. South of the 1950's, deals with the complex relationships between generations in a changing culture.

Her doctor has told Julian's mother that she must lose twenty pounds on account of her blood pressure, so on Wednesday nights Julian has to take her downtown on the bus for a reducing class at the Y. The reducing class was designed for working girls over fifty, who weighed from 165 to 200 pounds. His mother was one of the slimmer ones, but she said ladies did not tell their age or weight. She would not ride the buses by herself at night since they had been integrated, and because the reducing class was one of her few pleasures, necessary for health, and free, she said Julian could at least put himself out to take her, considering all she did for him. Julian did not like to consider all she did for him, but every Wednesday night he braced himself and took her.

She was almost ready to go, standing before the hall mirror, putting on her hat, while he, his hands behind him, appeared pinned to the door frame, waiting like Saint Sebastian for the arrows to begin piercing him. The hat was new and had cost her seven dollars and a half. She kept saying, "Maybe I shouldn't have paid that for it. No, I shouldn't have. I'll take it off and return it tomorrow. I shouldn't have bought it."

Julian raised his eyes to heaven. "Yes, you should have bought it," he said. "Put it on and let's go." It was a hideous hat. A purple velvet flap came down on one side of it and stood up on the other; the rest of it was green and looked like a cushion with the stuffing out. He decided it was less comical than jaunty and pathetic. Everything that gave her pleasure was small and depressed him.

She lifted the hat one more time and set it down slowly on top of her head. Two wings of grey hair protruded on either side of her florid face, but her eyes, sky-blue, were as innocent and untouched by experience as they must have been when she was ten. Were it not that she was a widow who had struggled fiercely to feed and clothe and put him through school ...

I. Pre-reading Activity

Step 1 — *Making an Image*

Imagine a hat; think about what materials it is made of; what size it is; how much it would cost; how it would be displayed in a shop window. Really see this hat from several angles. Now try to imagine the person who will be wearing this hat — visualize the person putting on the hat.

Step 2 — *Pair Work*

Share your image with the person next to you.

Step 3 — *Feedback*

Teacher listens to one or two images — makes chalkboard vocabulary list of materials for making a hat: velvet, feathers, felt, beads, brim, etc.

Step 4 — *Predicting*

We are going to read a story with a sad ending. It is about a mother, a son, a bus ride and a hat. Try to predict what the story is about. Teacher listens to suggestions.

II. In-Reading Activities

Step 1 — *Surface Reading*

Page is read aloud. Image of hat found and compared and contrasted with imaginary visions.

Step 2 — *In-Depth Reading* (silent)

Class is divided into three groups. They are asked to re-read the page. Group one is to find out social conditions; group two, human relations; and group three, emotional reactions.

About fifteen minutes are allowed for this activity. In the feedback session we learn that:

From group one, the buses have been integrated; the mother is prejudiced and afraid to travel alone because she might find herself sitting next to a black person. These are poor people concerned with "free pleasures"; they don't own a car and their social club is a "Y".

Group two may report that the son lives with his mother and that there is tension in their relationship. They will usually express sympathy for the son.

Group three will report on guilt feelings on the part of the son who agrees against his wish to accompany his mother — as well as guilt on the part of the mother who feels that she has spent too much money on the hat.

Step 3 — *Language-Centered Reading*

Class is asked to re-read page finding all the adjectives. Chalkboard list compiled might look as follows:

reducing
working
slimmer
integrated
few
free
necessary
innocent
hideous
green
purple
comical
pathetic
small
florid
untouched

Class is asked to close book and re-tell story by merely looking at adjectives.

III. Possible Post-Reading Activities

1. Cloze summarizing context
2. Compositions
   a. Clothes make the man
   b. Money should be used to give pleasure
   c. What are the duties of parents to children and children to parents?

3. Grammar conditionals
   Complete:
   If Julian does not accompany his mother...
   If the buses had not been integrated...
   If she brought the hat back to the store...

Conclusion

The study of the short story in the foreign language classroom allows us to reinforce both lexical and grammatical patterns. It helps develop processes such as generalization, summarizing, logical sequencing and cause-and-effect relationships.

In addition, pupils are aided in making hypotheses, deducing, predicting, guessing meaningfully from context, dealing with biases and interpreting.

Most important perhaps is the fact that stories were written to be read and enjoyed. They provide a less threatening language stage. Pupils can express values, emotions, and biases through the masks of characters with whom they identify. Stories can be enjoyed in the classroom as much as, and perhaps more, than elsewhere, for they provide an enthusiastic language-setting and make "classroom talk" more like real-life discourse.

VOCABULARY ACQUISITION AND TEACHING LITERATURE

by *Yaffa Fainberg-Allony*, Kiriat Haim

I have joined up the two themes of vocabulary acquisition and teaching literature because, in my opinion, the best way of acquiring a richer vocabulary is through literature. One can best learn words and remember them when they are connected with some meaningful context. The stronger the emotional involvement in reading the text the easier words are absorbed and the longer they remain fixed in the learner's mind. As Virginia French Allen in *Techniques in Teaching Vocabulary* stresses, "It is mainly through stories that students learn what certain phrases mean to speakers of English..." (1983: 76).

In the first years of learning English at school, teachers try to teach the necessary words of the environment closest to the pupils — the classroom, school-life, the home, basic foods, actions etc. However, even these should be presented in as interesting a way as possible, and not just as a list of words to hear, to utter, to copy and to be tested upon. They are best learned when presented in the form of a meaningful conversation or as a made-up little story. Perhaps all the above seems obvious, but we can still find Primary School textbook which do not really observe these rules.

Acquiring a Rich Vocabulary

Vocabulary is learned and partly forgotten. No pupil can be expected to remember all the words taught and learned. Sometimes even the simplest words are forgotten and teachers must always be aware of the need for reteaching and relearning vocabulary. Knowing a language means, among other things, acquiring as extensive a vocabulary as possible. Any learner of a language must find ways of acquiring an extensive vocabulary and of using it. Teachers must help learners in different ways to overcome difficulties of memorization. For example, after the initial effort of acquiring a basic vocabulary of several hundred words, teachers should show learners how, by understanding different prefixes and suffixes, they can master many new words. They can learn to identify the base of a word and see how the meaning changes through the addition of various morphemes. Words then form clusters in the learner's mind, and so his/her vocabulary increases. When a learner knows the meaning of prefixes such as *co-, bi-, de-, un-*, etc. he/she can easily comprehend new words based on those already known — "happy-unhappy", "operate-cooperate", etc. He/she will then more easily memorize new words, such as "induct, product" etc. Again, meaningful clusters can be formed even as games in class. Many words of Greek and Latin origin, which are mostly even used in Hebrew, can be learned through the understanding of prefixes, roots and suffixes. Knowing the meaning of "tele" from "telephone" can explain the meaning of "telegraph, telex, television" etc. On the other hand, understanding the other part of the word — "phone" — can help pupils understand and learn words like "phonograph, symphony" and so on. Learners should be saved the trouble of learning each word as an isolated item. Moreover, this approach to words can help readers identify unknown words and comprehend new texts.

Emotional Involvement Via Significant Material

Emotional involvement leads to vocabulary acquisition and emotional involvement comes by reading significant material. Even short passages, when well-written, can be of major importance. An interesting passage will be read with pleasure and new words will be learnt naturally. I do not mean to say that every word will be learnt by every single pupil, but the number of pupils mastering a useful vocabulary will be impressive.

I heartily recommend teaching poetry in advanced classes, for the sake of the emotional gain and also for the ease with which a rhyme can be memorized. Many a time in my teaching career have I met ex-pupils of mine who years later still remembered lines or even whole passages from literary pieces, especially poems. We should stop fearing "learning by heart". I do not believe it has ever caused any harm if it was done in the proper way and in due measure.

However, I think a word of warning may be useful concerning teaching drama, especially modern plays. The colloquial dialogue, when there are certain slang expressions, can be harmful if the teacher does not point it out properly. I have quite often encountered the item "gonna" when marking Bagrut essays, i.e. used by pupils not in connection with the play "All My Sons" but in their own compositions, which should have been in normative English.

Let teachers be aware of the need for learners to acquire a rich vocabulary and of the difficulties they must overcome. Let us help them in every way we can, though it may demand great efforts on the part of the teachers and overburden them with work in class and at home.

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ENGLISH IN GRADE SIX — A SURVEY REPORT

by *Hana Winter*, English Inspectorate

A comprehensive survey of the state of English teaching in the sixth grade of Primary School was conducted by the Evaluation Division of the Curriculum Department in cooperation with the English Inspectorate. The survey was carried out in the last school year (May 1987), and included 96 Jewish schools and 29 Arab and Druze schools. The sample represents the population of the Israeli school system as a whole (except for Special Education schools, which were not sampled).

The information for the survey was obtained through three questionnaires (one addressed to Principals, another to English teachers, and a third to pupils (attitude questionnaire) and an English language achievement test. This test comprised 84 items and covered the following areas: listening comprehension, reading comprehension, vocabulary and grammar, verbs, nouns and adjectives, tenses, etc.

Conclusions

The data collected provide the following information:

I. Teachers

Women make the great majority of the teaching staff in Jewish schools; in the Arab schools, however, they are only about 50 percent. 42 percent of the teachers in the Jewish (Hebrew-medium) sector and 96 percent in the Arabic sector are native Israelis. Nineteen percent of the Jewish group are native speakers of English. None of the Arab-teachers was born in an English-speaking country.

Forty percent of the teachers in Jewish schools held an academic degree (26 percent have a degree in English), while the rate in the Arabic-medium schools is 20 percent (only one teacher had a degree in English). Forty percent of the Jewish teachers and 50 percent of the Arabic-medium teachers have studied in a teachers' training college (for two or three years) and specialized in English teaching.

As for experience, teachers in the Arabic-medium schools seem slightly less experienced. A greater percentage (39) have been working for less than five years (v. 34 percent of the Jewish teachers).

II. Teaching Conditions

The distribution of time assigned for English is similar in both sectors: the data gathered indicated that one third of the pupils in Grade Six have English three times a week, and about two-thirds, four times. Arab schools seem to assign slightly more hours to the study of English than Jewish schools.

There is a variety of textbooks (18!) in use. The most popular books are ESH 4/5 followed by HERE WE ARE. It is noteworthy that only one-fifth of the schools which study from HERE WE ARE use the worksheets accompanying it; the Exercise Book, however, is more widely accepted.

III. Achievements in the Cognitive Domain

Pupils in Jewish schools found the test easier (average grade 80 percent) than learners in the Arabic-medium sector (average grade 72). However, in the relatively more sophisticated reading comprehension passages, Arab pupils did better — 65 percent correct answers versus 62 percent in the Jewish schools. Some items in the test were intentionally easy and may be considered as a "minimum program'. It is an encouraging finding that achievements here in both sectors were satisfactory (89 percent answers in the Jewish schools and 82 percent in the Arabic-medium schools). Moreover, the same items were easy for pupils in both sectors. The "minimum items" and the listening comprehension were the easier part for most testees all over the country; the reading comprehension caused the greatest difficulties. It should be noted that the best results in the Jewish sector were achieved in the Central District, whereas the lowest ones were in the North. Regarding the results in the Arabic-medium, Bedouin pupils in the South attained the lowest average, whereas results of Arab pupils in the north were the best (73.1 percent), surpassing the Jewish pupils' marks in the same district (67.3 percent). Eight percent of the Jewish classes and 2 percent of the Arab classes did poorly (less than 70 percent correct answers). The reason for these failures is unclear in most cases. In one instance the low achievement rate may be explained by the composition of that particular class — most of the pupils are Ethiopian newcomers.

IV. Achievements in the Affective Domain

Through the pupils' questionnaires, the researchers attempted to find out to what extent English is used at home and to learn about pupils' attitudes to English and to different learning skills. English is considered a prestige subject and this manifested itself in a positive and favorable attitude. Pupils in both populations like English lessons.

Jewish pupils enjoy greater assistance in their homework preparation. They are also more exposed to the language. Arab students are especially keen on playing educational games in English during lessons. They are less enthusiastic, however, about the use of other learning skills (dictation, picture description, memorization, etc.). They differ in this respect from the Jewish population tested.

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Appendix
Some Sample Items from the Test for Grade 6

Listening Comprehension: teacher reads aloud a sentence describing one of a set of pictures in the test booklet (7 such).

Punctuation: איזו אות קטנה מתאימה ל-

e.g. B. 1.d 2.p. 3.b 4.q

איזו אות גדולד מתאימה ל-

e.g. n. 1.H 2.M 3.N 4. U

Vocabulary: בחר לכל תמונה את המלה המתאימה

1. a bus 2. a dog 3. a book 4. a tree 5. a ball 6. a box
(followed by a set of pictures)

Translation:

e.g. עצור!

1. stand up! 2. Start! 3. Stop! 4. Sit down!

e.g. hospital

1. בית חולים 2. בית קפה 3. בית מלון 4. בית ספר

Grammar:

e.g. I .... a good film last week.

1. told 2. ate 3. saw 4. drank

Sara is my best friend and I see .... every day.

1. us 2. him 3. me 4. her

They .... a nice dog.

1. have 2. has

He .... not speak English.

1. do 2. is 3. are 4. does

1. TAKE 2. TOOK 3. IS GOING TO TAKE 4. TO TAKE
Naomi is in the first grade. She has two sisters and one brother.
Mother: Today is Monday. Who .... Naomi to school tomorrow?
Sara: Not me, Mother. Dan .... her yesterday. I always .... her on Thursday, so it must be Rina.

Vocabulary:

e.g. They are a .... family. They are not rich.

1. tall 2. poor 3. hard 4. late

Reading Comprehension: Easier Passage:
Roni read this in the newspaper.

OUR DOG NEEDS A NEW HOME

Our dog needs a new home. We are leaving our big house. We are going to a small flat in the city. Our dog is a very good dog. He eats everything. He likes children very much.

Roni said "That dog cannot live here. We have five boys and girls in our family and we don't want a dog to eat us."

Roni read ....
People are going ....
The dog is a good dog ....
Roni says he does not want the dog to live ....
Roni is afraid the dog ....

1. to the city
2. will eat him and his brothers and sisters
3. with his family
4. a newspaper
5. he eats everything
6. he does not like milk
7. to a big house

More difficult passage

"What time is it please?"Danny asked a man. The man looked at the sun and answered, "It is three o'clock in the afternoon."

Danny said, "Thank you. It is wonderful that you can tell the time when you look at the sun."

"Yes," the man said. "I know the right time when I look at the sun."

Danny asked, "But at night? How do you tell the time at night when there is no sun?"

"Oh," the man said, "at night I open my window and I play my trumpet."

Danny said, "Do you mean that when you want to know what time it is at night you play your trumpet? I don't understand that."

The man answererd, "It is easy to understand. When I play my trumpet at night someone always shouts: Stop playing your trumpet! Be quiet! Go to sleep! Don't you know it is two o'clock?"

(*Note: pictures of the sun and a trumpet were given in the margins.*)

How does the man in the story tell the time during the day?
1. He looks at his clock.
2. He asks Danny.
3. He looks at the sun.
4. Someone tells him.

Danny asked the man how he can tell the time at night. The man answered:
1. "I look at the moon."
2. "I play my trumpet."
3. "I look at the clock."
4. "I call someone on the phone."

Danny did not
1. listen to the man
2. hear the man
3. remember what the man said
4. understand what the man said

The man opens his window at night because
1. someone wants to hear him play the trumpet.
2. it is too warm in his room.
3. he wants someone to hear the trumpet.
4. he plays the trumpet better when the window is open.

Someone always shouts: "Stop!" "Be quiet" because that person
1. wants to sleep
2. doesn't like music
3. likes piano music better
4. thinks the man is a bad trumpet player

(Editor's Note: Most of the items in this test have been included in the Grade Six test now available to schools (see INFORMATION FOR ENGLISH TEACHERS in this issue of the JOURNAL) but not necessarily in the multiple-choice format.

LETTERS TO THE EDITOR

BAGRUT EXAMINATION SUMMER 1988

Sir,

I am writing in the name of a group of teachers who help mark Bagrut papers this year. We want to thank the Ministry for the efficient way it was carried out — we hardly had to wait in line — for the cutting down of bureaucracy — you didn't have to bring witnesses to prove your age (maybe that's a bad sign!) — and for getting the payment on time! Bravo, for a really good show. Maybe in future the briefing session could be separate for new markers — or give each new marker to an experienced one for guidance.

Ilana Roth, Central District

Sir,

For the past many years we have been preparing our students, many of whom come from disadvantaged backgrounds, for the annual Bagrut examinations. Up to this year, all our 5-point students passed, while the results of our 4- and 3-pointers were well above the national average. This year, however, I anticipate mass failures. There have, in the past, been difficult tests, e.g. forests and Chinese languages, and easier ones, such as sport and smoking, but I have never encountered such a set of tricky, high I.Q. puzzles as this year's examination. Teachers had to consult with each other to arrive at the answers and students were entirely bewildered.

The article on Rabies is full of technical terms, which only those well-read in canine biology would know. Expressions like "ascribed rabies to" or "at the slightest provocation" are surely too literary for 3-pointers.

"Wildlife" is a sophisticated article on ornithology, which most of my students would not have understood fully in Hebrew! It contained many proper names, geographical terms, and worst of all, rare birds, whose names my students vainly tried to locate in their dictionaries. The passage was too difficult for any level.

The question which asked for identification of short phrases in a passage of nearly 40 lines, was a laborious scanning exercise, quite unsuited to the stresses and time limitations of the examination.

The cloze tests were posers that demanded a knowledge of economics. The length of the Cloze, my students reported, made them despair. The method of scattering clues to the 'gaps' much further down the page is IQ testing. The gaps were also confusing close together.

There were few items which tested the structures that we have attempted to teach; giving *one* long, difficult passage is much more discouraging than the two shorter ones of previous years. Even the title was modern economic jargon.

I, for one, do not know how to prepare our pupils for this kind of abstract, elitist test. I share their disappointment.

Hannah Birnbaum, Natanya

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Sir,

After much thought and deliberation we would like to bring before you our concern about certain weaknesses in the Oral Bagrut testing of literature. We must stress, however, our support of the principle of oral testing of literature and offer the following suggestions in order to achieve a more valid level of testing.

Guidelines should be very clearly set out as to how to proceed through the progressive levels of questioning. We advise this technique due to our experience of testers asking some pupils factual questions only, thereby enabling these pupils to attain a high grade.

Other pupils, however, were immediately asked in-depth, analytical questions for which they were penalized if they could not produce what the tester specifically had in mind. We consider this factor of subjective testing on the part of the testers in the literature station to be an area of genuine concern.

It is our suggestion that the Ministry prepare a standardized interpretation of the points which constitute a 4 or 5 point level answer in the most widely studied works of the literature syllabus (e.g. Kernerman's interpretation). These points would be required study by the teacher and tester alike and be accepted as full possible answers. As a result of this valid and accepted interpretation, the individual pupil would not be penalized for the non-production of the exact train of thought which the tester personally had in mind.

It goes without saying that the teacher and pupils should be encouraged to pursue creativity over and above the official interpretation. This would be an acceptable interpretation in addition to the official version.

May we add that after three years of conscientious preparation and testing in the Oral Bagrut system, we strongly feel that the very same results would be attained by eliminating the role-play section and streamlining the test by combining the monologue and interview sections. By using this system we sincerely feel that the pupil will be able to demonstrate his communicating skills adequately.

In addition, these changes would eliminate the need for two stations and ease the difficult logistic problems which each school has to deal with.

Angela Benjamin, Mera Caspi,
"Hugim" High School, Haifa

Sir,

The Shazar Municipal School, Bat Yam, had five Grade 12 classes, with four English teachers, during the 1987-88 school-year. These teachers were assigned two schools in other cities, whose students they examined in April and May 1988. Here are some of the impressions and comments that arose from that experience.

The *material* studied by each class to be examined had to be sent to the examiners in due time, to enable them to choose half for examination and to communicate their decision to the school concerned before the Passover holidays, when the pupils still attended courses regularly, and could benefit from the information. In actual fact, the material was sent very late, one of the schools even refused to send it at all, or even to give details on it on the telephone; the material was supposedly 'the usual one, don't you know?', Eveline again, a class or so on A Summer's Reading...It was only on examination day, just before entering the room, that examiners were finally able to learn what they were to examine from, on that particular day.

Given the large number of students to be examined at one place, schools sometimes received *two sets of examiners* on the same day. But the person who knew which examiner would examine what group was *not punctual*; examiners arriving at the school at the hour agreed upon started examining — and, half-way through the speech of the two candidates in the two stations, they were interrupted: this is not your examiner; and they had to sit for the same exam again. Is the trauma worthwhile?

Examining for a number of hours successively obviously demands concentration. And concentration requires favorable *organizational conditions*: isolated rooms, quiet, choice of rooms in advance...As it was, pupils preparing an end-of-the-year theatrical performance shouted at the top of their voice, tape-recorders went on full volume, the rooms supposedly designated for the examination were locked and no one knew who had the key to them...Delays of 30 to 45 minutes were the rule rather than the exception.

Certain schools do not follow instructions in as far as the *amount* of material for study is concerned. Instead of 10 poems, for example, they took four — which is not recognized as a substitute for one prose text. As to the quality of the knowledge, pupils were handicapped not only by their own lack of interest or of good will, but by the fact that the class teachers had never told them a number of things. The question at stake is not deep literary criticism, but just a matter of comparing two characters in the drama: values, attitudes to marriage/war/money; symbols; and such like.

In certain cases, overt or covert *pressure* was exerted on the examiners to give high marks. It's true that over the past two or three years schools have received comparative statistics: school results as against country-wide results. What seems to matter is not an objective evaluation according to the examiner's ability, for each candidate according to his merits, but a respectable, competitive general school average.

How to *choose the testers* was another tricky point. Both in 1987 and in 1988, teachers of Twelfth-Grade students were not invited, but rather compelled to go out and examine elsewhere. This does indeed bring in new blood, and the Ministry has thus encouraged shy people (yes, there are shy teachers, too!) to jump into the water head first. On the other hand, young mothers cannot always spent the required number of hours at a distance of 60-90 minutes from home (in one direction). And teachers with physical complaints — who can stand or walk during a regular class — find it difficult to sit for a longer interval of time. Not to mention testers fundamentally unable to put the candidate at ease, make him relax; people who frighten or threaten, thus contravening the written instructions and common sense.

On the other hand, sending the same examiners to the same school year after year is not to be recommended either: you come here this year, I come to your place a year or two from now. Either personal relations of friendship develop, and greater unjustified leniency with it; or else, anxiety at possible repression in the future, should the 'examinees' turn up at the 'examiners' school on a different occasion.

One of the ideas suggested so far has been to set up a pool of testers, psychologically-balanced people, with a recognized level of knowledge, and willing to stand the stress and fatigue of such examination. Nay, some might even find pleasure in them. The question however arises — are their numbers sufficient? Or aren't they readier to fulfil such an obligation when they are not pressed for time, in other words — when they are retired, and have not lists of books or summer exams to prepare against a deadline? If the answer to these questions is in the affirmative, the vicious circle has closed again: too few, and no newcomers.

The introduction of the New Oral Bagrut in English aimed at achieving freer communication, of a more creative type. In the personal interview, as well as in the interpretation of a literary text, this can undoubtedly be realized. For the monologue, creativity was helped this year by allowing schools to choose from a wider range of topics. The schools that used *Up Front* consequently offered a broader variety of subjects for discussion; those that went strictly by the Bagrut Guide-Book formulated the items in different ways. The *Role-Play* situations however tend to repeat themselves, the arguments recur, expression of functions — also. Besides, though the candidate's capacity to react and interact is assessed, the fact remains that the examiner has to speak half the time. Couldn't this activity be removed, or replaced (not by group work, of course, which creates new logistic problems)?

Morning examinations tax less both testers and testees, apparently. If however

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teachers examine on their working day, their own classes suffer; if they examine on their day off, and have to work in a team, the partner's leisure will not always parallel theirs, so one of the two will find the matter most unfair. Could 7 or 10 days be put aside for the whole country at a time?

Much has been spoken about *differences in evaluation* by various examiners. Bearing human nature in mind, the lack of homogeneity at every level, it seems improbable that such a problem will find a satisfactory solution.

Carola Trattner, Miriam Petri, Nathalie Rijinashvili,
Heide Yehoshua-Greenberg, Bat Yam

Sir,

In a recent number of the JOURNAL, the issue of sexual stereotyping in Israeli textbooks for English was addressed. The Listening Comprehension test for BAGRUT this year (which I have just finished listening to) seems to me to be a fine example of negative stereotyping of male and female roles and of adult interaction. Condescending, pompous male tries to enlighten slow-thinking, enduring female about things scientific. The man informs, the woman is ignorant. The man insists on explaining until she finally begins to understand. The woman, bored and reluctant to listen, is catty and not lucid in her reposts.

Assuming that most of the students comprehended while listening, shouldn't they have been exposed to more intelligent language, something that does not reinforce negative stereotyping, something worth listening to?

Denise Ben-Gera, Haemek Hamaaravi School

(Editor's Note: As the script itself and the questions (reprinted in INFORMATION FOR ENGLISH TEACHERS in this issue) clearly indicate, the original material was written for two males, but at the recording studio a male and a female actor turned up, so there was no alternative but to make one of the roles a woman — "Joe" because of its similarity with "Jo(sephine)". Perhaps our correspondent above was being a little too sensitive).

Sir,

Special Summary for Oral Bagrut Teachers, The Joyce of Literature, or the Arthur Side of the Story

by *Bernard Millermud*

So there's this guy called Joe Cattanzara who reads the *New York Times*. He can't understand how people buy second-hand dictionaries, while his son George — that's the one who tried to read one hundred books one summer, ended up as a lawyer back there in New York and met this passive chick called Eveline. Now Eveline had, despite herself, actually got on this boat to Buenos Aires, but she had made a mistake, for while she was thinking about the Catholic symbolism in her room, she had really boarded a boat to New York. Here she met a guy named George whose father had once made cylinder heads for aircraft engines. But this father — Joe Killer — was a really tough nut and would only give his daughter-in-law shopping money only at the last minute on a Saturday night just before the shops shut.

On her way to the shops, she would walk past this little park which was surrounded by a railing. She used to dream, the American Dream y'know — a house in a tree-lined street with a Porsche outside. She often used to think about her missing brother Larry, or was it Harry? Anyhow, he had started off working in the church-decorating business, and used to draw horoscopes. During the war he had flown P-40s, but since their engines were defective, they were called P-39's.

One day he disappeared on a mission and wrote this stream of consciousness letter before doing so. It was a frank letter, all about this Bohemian Girl he had met, and this had caused problems between Larry/Harry and his mother, a nervous woman who didn't like Italian organ-players putting on airs while she lay dying. She was also nervous because somehow she had the feeling that she, together with her husband, was responsible for causing the deaths of twenty-one pilots and Tizzie Dunn, as well as making the Waters go back to England.

Her husband, Joe, had made his money making aircraft-engine parts as well as building little red brick houses in the field near their brownstone house. He had caused many changes in the neighbourhood, and had even planted rows of tall trees between him and his neighbours, as if to emphasise the conflict between the family and society. Now Joe's neighbour was really some kind of nut-case, always talking about astrology in a frank and manly way. This also caused the mother to become even more nervous, and she would walk around the back-yard and arbour in her slippers muttering "Deveraun Seraun! Deveraun Seraun!" at night, especially the night the tree crashed down in the garden.

Now some people say that this tree was a symbol, y'know of the tree of knowledge or evil, but that this girl Eve, or Evvy as she was called at the North Wall, didn't realize what she had done when she left her Catholic home in Dublin. This was obviously a Bad Thing* for there would be no-one to dust the broken harmonium and the tatty yellowing pictures on the wall. But after much dust, odour and curtains, she had decided to cretonne with it and at last leave her father and the younger children, and set up shop in New York.

Eventually, like all refugee entrepreneurs, she opened a cheap cafeteria in the

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* For a full explanation of Good and Bad Things, see *1066 and All That* by W.C. Sellar and R.J. Yeatman

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Bronx, one of her waitresses being a tall bony girl of twenty-three called Sophie. Now this Sophie used to take all the cheap magazines home for her brother, but he only pretended to read the lit. crit. bits, while her father read the want ads.

One day while they were spending the summer reading the paper, mother noticed that this guy had turned up after having gone missing in Burma for three years. This impressed her so much that she thought that Larry or Harry would give up the church-decorating business to return home to the bosom of the family. For once Joe agreed with her. "After all," he said, putting his blackthorn hunting stick aside, "they're all my sons."

David L. Young
Michlelet ORT and Rubin Music Academy, Jerusalem

E.T.A.I. INTERNATIONAL CONFERENCE

Sir,

Now from the quiet of my study, and with some perspective over the ETAI conference "Let's Connect", I would like to address a few words to the organizers: Jean, Sheila, Dvora, Ephraim and all the others.

For such a conference to be well-organized, serious from an academic point of view, and friendly requires enormous hard work — both mental and physical. Moreover, this kind of work can only be done by people who are completely devoted 'to the cause.'

I think that we English teachers should be proud to belong to such a professional organization as ETAI, an organization whose members from Eilat to the Golan Heights make a point of participating and contributing to such conferences, an organization which can boast of its officers.

Raphael Gefen too deserves a word of thanks — for if it hadn't been for his initial idea and constant support there would be no ETAI.

So to all concerned, here's to you all — many, many thanks from all of us.

Lily Vered, Levinsky College

Sir,

Congratulations on an excellent conference. Many very interesting ideas were floating around.

Hamish Norbrook, British Broadcasting Corporation (BBC)

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Sir,

I am writing to congratulate the conference committee on organising such a successful event.

It was a great opportunity for me to present Ruth Wajnryb's paper on the "DICTOGLOSS" and to attend many of the sessions, which I found to be very interesting and most useful.

I have given my colleagues a detailed report of the various papers presented and I felt that I and the members of the Institute of Languages have benefited enormously from my visit to Jerusalem.

Good luck for your next conference.

Esther Gans, University of New South Wales.

Sir,

The post of English Language Officer of the British Council in Israel provides a unique overview of the state of the art of teaching and learning English at all levels in the country. My job takes me into schools, training-colleges, universities and government ministries, where I am privileged to meet the many teachers, teacher trainers, academics and policy-makers that comprise the English-teaching profession in Israel.

My memories of the second international conference of the English Teachers' Association of Israel stretch back to January 1987 with the first meeting I attended as an ex-officio member of the ETAI executive committee. In those early days I was most impressed by the enthusiasm, hard work and dedication of the group of people charged with the task of organising the 1988 international conference. In the course of the subsequent eighteen months my admiration grew beyond measure.

The conference-goer is generally unaware of the months of telephone-calls, telexes, letters, cajolery and heartache that go into the preparations for an international conference. Professor A announces at the last minute that he will of course require a room with a trampoline in order to demonstrate Total Physical Response techniques; Dr. B is incommunicado on sabbatical in the Mojave Desert; Mrs. C will be present to give her workshop only on Tuesday afternoon owing to pressing commitments in Eilat. The end result, however, appears to be a seamless robe, a fact that was especially true this year.

The variety of topics covered by the speakers at this year's conference was a veritable 'embarras de richesse'. The British Council was delighted to sponsor the participation of Professor David Crystal as the keynote speaker, and also that of Dr. Gillian Porter Ladousse. Both visitors enjoyed the conference enormously and made a significant contribution to its overall success. For myself, as both an 'insider' (ELO) and an 'outside' (non-Israeli) it was a great privilege to be associated with such a committed team of people all working towards a common goal. I look forward to continued successful collaboration between ETAI and the British Council.

Dr. Michael Murphy

ENGLISH TEACHERS' JOURNAL

Sir,

After going through issues 34 and 35 of the JOURNAL, I should like to express my appreciation of the new focus on various themes of English Language Teaching. Issue 34 concentrated on the teaching of grammar and I found its twelve articles covering, I would say admirably, various facets of teaching English grammar. I have shared my copy of the JOURNAL with my students and, like me, they were equally lavish in their praise for the welcome balance between the theoretical and the pedagogical aspects of grammar. Issue 35 does the same for teaching English vocabulary. We would like you to continue with this focus on various themes of ELT. I am sure that the JOURNAL will devote one of its issues to the teaching of composition skills related to ELT. Unfortunately, the transition from controlled composition to free composition, is, if at all, inadequately provided for by most non-native teachers of English. Consequently, the learners are left to fend for themselves of course as well as they can with all their limitations. May I request that two or three articles in a relevant issue of the JOURNAL should specifically address themselves to this problem. The JOURNAL is rendering an excellent service to teachers of English. We wish it luck and success in its many, many years of life devoted to better and more effective ELT.

Dr. Virinder K. Sabharwal, Reader
Dept. of Education, University of Delhi, India

WRITING A CLASS MAGAZINE

Sir,

At the beginning of the 1987/88 school, I started teaching an eighth grade class, three of the twenty-eight pupils being native speakers. These English-speakers caused me "trouble". I found it quite difficult to make them participate in the ordinary lessons. I had been trying to give them more advanced work both as classwork and as home assignments. One of their home assignments was to write short compositions on various subjects. I was quite impressed by the originality and insight of their articles. Since, by Tu Beshvat, the native English speakers had finished "Television Tales", I decided to let them have a project of their own: publishing a magazine written by them.

We met about five times out of class and I realized they were not too enthusiastic about the project. Having their own English newspaper seemed to them the unrealistic dream of their naive teacher. Besides, I had made it clear to them that they would have to devote to this project not only their energy, but also their spare time — interviewing celebrities in the area, taking photographs, rewriting and editing. After our first five short meetings and after waiting, in vain, for the articles they had agreed to write, I almost gave up the idea.

However, I noticed the improvement in the level of writing of the rest of the class (the non-native speakers) and so I decided to have one lesson a week of creative writing, which would eventually lead to an English magazine. I explained to the class that any topic for an article would be accepted and that their articles would be published without being corrected (!). In my opinion, what really made everyone feel that he/she was writing for his/her own magazine was the way they gave it a name. It was done by a secret ballot. Surprisingly, only one native English speaker became a member of the editorial board, which consisted of eight pupils. Working during this one weekly lesson for about two months was not enough, but at this stage most of the class were willing to devote their free time to the paper, because they could see results for their work and they suddenly saw their teacher's idea was quite realistic.

After the magazine was published, the school Principals, Mr. Mordechai Avakrat, Mrs. Rama Kelvir and Mrs. Tirza De Vires, who had been very helpful throughout all the stages of the project, accepted the suggestion made by the Head of the Habsor High School English Department, Mrs. Carla Nachamowitch, and rewarded the class by arranging an excursion to THE JERUSALEM POST editorial offices for them. The pupils enjoyed the excursion very much, especially when *their* magazine was accepted by the archives of THE JERUSALEM POST. This was the most exciting teaching experience I have ever had.

Yehuda Neufeld, Merkaz Zohar

JEWISH LANGUAGE REVIEW

Sir,

The *Jewish Language Review*, published annually by the Association for the Study of Jewish Languages, contains material of interest to teachers of English. Relevant articles (all in English) include "A Sociolinguistic Look at Hebrew-Speakers Learning to Read English," "Divergencies from Word-for-Word Equivalence in

English-Hebrew Lexicography and their Linguistic and Cultural Implications," "Some Discrepancies in Lexical Number in English and Hebrew Nouns," "The Treatment of Transitive-Intransitive Verbs in English and Their Hebrew Equivalents," "Yiddish-Origin Lexemes in Several English Dictionaries," "An Early American Unpublished Hebrew-English Dictionary: Jonathan Fisher's *Hebrew Lexicon*," "An Introduction to Jewish English," "A Rain of Error (Sidney J. Jacob's *The Jewish World Book*)," "The Etymology of the English Bread Name *pita*," "A Checklist of English Creative Writing in Israel," and "Bibliography of the Writings of Merton (Menachem) Dagut."

A complete list of the contents of the seven volumes published so far may be obtained free of charge by sending a large addressed envelope to:

Association for the Study of Jewish Languages
1610 Eshkol Tower
University of Haifa
Mount Carmel
31999 Haifa

BBC PROGRAMMES FOR ENGLISH TEACHERS

Sir,

We are happy to tell you that "Speaking of English", our radio magazine of the English language is back on the air. Every week "Speaking of English" aims to keep people overseas up to date with developments in English language, life, literature and with the learning and teaching of English. With interviews with leading people in the field, talks, features on issues of interest and reviews of recent learning and teaching materials, "Speaking of English" is of special interest to educators as well as learners and to general listeners with an interest in the English language and its development. Our "Speaking of English" factsheet will be sent in due course, giving details of all books, and courses mentioned in the programme, together with details of our many free offers. If you are not on our mailing list, please send your name and address to us at the address below. Alternatively, our telephone line is open 24 hours a day on London (1) 257.2935.

We wish you good listening to "Speaking of English".

Barry Tomalin, Presenter
BBC World Service, Bush House, PO Box 76,
Strand, London WC2B 4PH, U.K.

TO A TEACHER BURNING OUT

The time you passed your class Bagrut
They cheered you at the Histadrut
Man and boy, in hearty YAY
Stood cheering, at the PTA.

But this June saw a different race,
200 pupils, 'on the face'
Their parents, brothers, uncles, all
Come running to the principal.

Today, the pipe down we all drain,
Your shoulders, back, in constant strain
You frown each slip your pupil makes,
And, tense, you snap at tense mistakes.

Smart lads, who slip intimes away
To fields where higher tech holds sway;
How dim the glow of learning grows
Next' wages for commercial prose.

Arms, that straps of white resist
Can't bang the table with the fist
And silence sounds no worse than jeers
Once 'gimmel tenth' has deadened ears.

Now you will not swell the rout
Of those who draw their pension out
Teachers who spite the yawning tombs;
Instead, adorning English rooms.

So, set, while wits you yet possess
The fleet foot to escape this mess
Inspecting you may want to try;
To larger 'friars' leave smaller fry.

Else round that prematurely grey'd
Will dance about, the undismayed,
And find — unrubbed out, twixt' the eyes
A chalk mark, paler than a spy's.

Barry Silverberg

THE LUNCHEON

Sir,

"The Luncheon" by Somerset Maugham is a story suitable for both weak and advanced intermediate students (Ninth Graders). In my opinion, it offers a wide variety of opportunities for creative and authentic usage of the foreign language. Nevertheless, as teachers of young Israelis, we must be aware of the differences between their cultural and social experience and that which is described in the story. Most teenage Israelis of 1988 can't understand why the speaker in the story (who is invited by his female admirer to an expensive Parisian restaurant) is the one to offer and to pay for the extravagant dishes she delights in. They furthermore express their outrage at the injustice of this type of male-female relationship and behavior. At this early stage in the story, teachers are offered the opportunity of reviewing modals (could, would) used in 'Polite Speech'. Most pupils are familiar with the modals but are still uncertain when, how and which to choose in various situations. They are provided with a chance to review them orally by acting out situations of 'First Meetings' and then to reinforce the correct usage of these modals by writing a dialogue, as homework on either of the two subjects:

a. First meeting with a Pen Pal.
b. The speaker and his 'friend' at Foyot's before the waiter arrives.

As the story progressed, we followed the menu and decided to create our own. All the students were asked to bring pictures of foods to class and were divided into groups of four pupils. The suggested topics were:

a. Menu for Expensive Restaurant
b. Menu for Cheap Restaurant
c. Ad for the opening of a new expensive restaurant in Jerusalem
d. Ad for opening of a new cheap restaurant in Jerusalem
e. Manual for new waiters in a 5-star Hotel
f. Ad for a new fruit and vegetable store.

There were heated discussions about the name of the restaurant and its special character, which ranged from Natural Food Stores to Lobster Inns. In class the pupils were guided to use the new lexical items and the text of the story, and after some time presented a draft of their work. After teacher's corrections the groups received card-board and crayons and were asked to make posters using the pictures and text they had prepared in advance. In part of the following lesson the "masterpieces" were presented and hung up in the classroom.

By that time we had almost finished reading the story. I arranged a visit to a neighboring 5-star hotel: "The Plaza". The aim of my visit was to get the pupils acquainted with a different kind of attitude towards Foods, Service and Hospitality.

This attitude would be somewhat similar to that described by the author and so unfamiliar to a 15-year old average Israeli.

As a preparatory activity the classes were familiarized with some preliminary information about Hotel Management and its special jargon: 'Banquetting', 'Food and Beverages', 'Reservations'. As homework, they were asked to prepare questions about the Plaza Hotel and the Israeli hotel business in general, which, in time, they would present to the managers we were about to meet. After checking them in class the most interesting were chosen, and pupils were assigned to ask them fluently in the following lesson (some of the weaker students really worked on their pronunciation and intonation very seriously). We arrived at the Jerusalem Plaza Hotel and were taken into one of their dining rooms. To our amazement, the hotel management had taken our request very seriously. They had prepared three different types of table settings: A La Carte, Regular Luncheon and Business Dinner. These settings served as a springboard for other explanations about various departments and training of staff in the hotel. Our four hosts spoke in English, as I had requested in advance, with different accents (Hungarian, Israeli, Arab) and with different degrees of accuracy and fluency. In the class conversation following the visit, the pupils remarked about how communication in a Foreign Language existed, despite various differences and difficulties in proficiency. They were grateful to the headwaiter who taught them special napkin-folding techniques and were overwhelmed by the managers' explanation and demonstration of the complexity of the 'Hotel Industry' in general.

Back at school, we finished reading a story and composed a letter of thanks to the Management of the Hotel, as the conclusion of a three-week indulgence in 'Food', 'Service' and 'Hotel Management.'

Reina Reiner, Gimnasia Rehavia, Jerusalem

CONFERENCE ANNOUNCEMENTS

E.T.A.I (English Teachers' Association of Israel)
Winter Conference
Wednesday, 7 December 1988, Bar-Ilan University
Details from: ETAI, POB 7663, Jerusalem

1989

E.T.A.I. (English Teachers' Association of Israel)
Spring Conference, Haifa
Summer Conference, July, Jerusalem
Details from: ETAI, POB 7663, Jerusalem

IATEFL (International Association of Teachers of English as a Foreign Language
23rd Annual Conference
31 March - 3 April 1989, Warwick, United Kingdom
Details from: IATEFL, 3 Kingsdown Chambers, Kingsdown Park, Tankerton, Whitstable, Kent CT5 2DJ, United Kingdom or from ETAI, POB 7663, Jeusalem.

TESOL — Teachers of English to Speakers of Other Languages)
23rd Annual Conference
7-12 March, 1989, San Antonio, Texas, USA
Details from: TESOL, 1118 22nd Street, NW, Suite 205, Washington, 20037, USA

RELC (Sameo Regional Language Centre)
Seminar: "Language Teaching Methodology for the Nineties"
10-14 April, Singapore
Details from: RELC, 30 Orange Grove Road, Singapore 1025

University of Surrey, U.K.
International Symposium on Computer Assisted Learning
11-14 April 1989, Guildford, Surrey, U.K.
Details from: Dr. Terry Hinton, University of Surrey, Guildford, Surrey GU2 5XH, U.K.

Association pour les Etats Généraux des Langues
International Symposium on Language Learning
26-29 April 1989
Details from: Association pours les EGL, 101, Boulevard Rapail, F-75006 Paris, France

University of Silesia
Fifth International Conference on Foreign and Second Language Acquisition
4-6 May, 1989, Katowice, Poland
Details from: Dr. Janusz Arabski, University of Silesia, Institute of English and General Linguistics, Bando 10, PL-41-205, Sosnowiec, Poland.

IRA (International Reading Association)
34th Annual Convention
30 April - 3 May 1989, New Orleans, Louisiana, USA
Details from: IRA, P.O. Box 8139, Newark, DE 19714, USA

Jerusalem Book Fair
12-18 March 1989
Symposia on Reading: English 13-14 March, Hebrew 15 March

Linguistics Summer Institute
Theme: "Bridges: Cross-Linguistic, Cross-Cultural and Cross-Disciplinary Approaches to Language"
26 June - 4 August, 1989, Tucson, Arizona, USA
Details from: Susan Steele, Linguistics Dept., University of Arizona, Tucson, Arizona 85712, USA

Council on the Teaching of Hebrew
Pre-Congress to the 10th World Congress of Jewish Studies on Problems of Teaching Modern Hebrew
13-16 August 1989
10th World Congress of Jewish Studies
16-24 August 1989
Details from Ben-Zion Fischler, P.O.B. 7413, Jerusalem

Linguistic Association of Great Britain
Autumn Meeting
20-22 September, 1989, Manchester U.K.
Details from: J. Coates, Roehampton Institute, Southlands College, London SW19 5NN, U.K.

1990

IATEFL (International Association of Teachers of English as a Foreign Language)
15-21 April 1990, Dublin, Ireland

AILA (International Association of Applied Linguistics)
9th World Congress
15-21 April 1990, Thessaloniki, Greece
Theme: Applied Linguistics, International Understanding and Peace Education.
Details from: S. Efstathiadis, P.O. Box 52, Aristotle University, Thessaloniki 540006, Greece

TESOL (Teachers of English to Speakers of Other Languages)
24th Annual Conference
5-10 March 1990, San Francisco, California, USA

IRA (International Reading Association)
35th Annual Convention
6-10 May 1990, Atlanta, Georgia, USA

For New Readers of the ENGLISH TEACHERS' JOURNAL

OUR BACK ISSUES ARE NOT OUTDATED!

Issue 37 (July 1988) — articles on: The New Syllabus for Israel Schools, Language Testing, Teaching English Native Speakers;
Issue 36 (January 1988) — articles on: Teaching Writing, The English Teacher as an "Educator";
Issue 35 (June 1987) — articles on: The Oral Bagrut, Teaching Vocabulary, Newspapers in the Classroom;
Issue 34 (December 1986) — articles on: Teaching Grammar, Beginning Handwriting;
Issue 33 (May 1986) — articles on Computer-Assisted Language Learning (EFL) in Israel;
Issue 32 (December 1985) — reports from the First Jerusalem International TEFL Conference;
Issue 31 (April 1985) — articles on: the new Oral 'Battery' Bagrut, Listening Comprehension.

In every issue, articles and suggestions on teaching techniques, information for teachers, reports from Instructional Television, reports of ETAI conferences and workshops, Letters to the Editor, Conference announcements, etc. etc.

Available from Ministry of Education distributors (see pp. 13-14 in this issue); subscriptions available from Eric Cohen Books, Rehov Hankin 5, Raanana (Tel: 052-453206, 052-455345).

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עלון למורים לאנגלית, מס׳ 38, שבט תשמ״ט, ינואר 1989

תמצית המאמרים שמופיעים בלגיון זה:

Information for English Teachers

תכנית הלמודים החדשה לאנגלית; תחרות ארצית באיות; מבחני הישגים לכיתות ח׳־ט׳; ספריה לימודית לאנגלית על שם לילה בית־אל ז״ל; בחינות בגרות בעל־פה, 1989; שינויים בבחינות הבגרות בכתב 1989־1990; מילונים לשימוש כחומר עזר בבחינות הבגרות; ספרי לימוד חדשים; הבחינה בהבנה הנשמע, בגרות 1988;

Second Jerusalem Conference — English Teachers' Association

דוחו״ת, הרצאות, תגובות מהוועידה בינלאומית השניה להוראת אנגלית שפה זרה, ירושלים יולי 1988, בהשתתפות מורים ומרצים מישראל ומחו״ל.

Teaching Literature

מאמרים על הוראת הספרות האנגלית והאמריקאית בשעורים לאנגלית

English in Grade Six

תיאור סקר על הוראת אנגלית בכיתה ו׳, מטעם האגף לתכניות לימודים במשרד החנוך והתרבות. נתונים, מסקנות

Letters to the Editor

מכתבים למערכת: בחינות בגרות 1988; על התכנית בספרות(!); הוויעידה הבינלאומית למורים לאנגלית, ירושלים; על העלון למורים לאנגלית; כתב־עת כיתתי; כתב־העת שפות יהודיות; על שחיקת המורה; הצעה לסיפור קצר בכיתה ט׳.

משרד החינוך והתרבות
המזכירות הפדגוגית – הפיקוח על הוראת האנגלית

עלון למורים לאנגלית

(כולל "דפי הדרכה לאנגלית")

מספר 38

שבט, תשמ"ט, ינואר 1989

(כולל ״דפי הדרכה למורים לאנגלית״)

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שבט תשמ״ט
ינואר 1989

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English Teachers' Journal (ISRAEL)

(INCORPORATING "ENGLISH TEACHING GUIDANCE")

MINISTRY OF EDUCATION AND CULTURE [illegible]
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Ministry of Education and Culture
Pedagogical Secretariat — English Inspectorate

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ENGLISH TEACHERS' JOURNAL (Israel)

(incorporating ENGLISH TEACHING GUIDANCE)

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August 1989

Teachers of English are invited to write short articles, reports and letters to the editor. Please write to "English Teachers' Journal", English Inspectorate, Ministry of Education and Culture, Jerusalem, 91911.

מערכת "עלון למורים לאנגלית" — הפיקוח על הוראת האנגלית
במשרד החינוך והתרבות, ירושלים 91911,
לכתובת זו יש לכוון את פניות הקוראים.
הוצאה לאור: מחלקת הפרסומים משרד החינוך והתרבות

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Number 39, August 1989

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INFORMATION FOR ENGLISH TEACHERS

New Guide for the Oral Bagrut

The "Guide" written by Hazel Camron for teachers and students alike is no longer to be used, and a new "Guide" has been published for examiners and teachers only (i.e. not for pupils), which should be an obligatory part of every teacher's library. It is available from "Atlas" and other outlets. The new "Guide" consists of *revised* regulations for the test (including a different scoring system and more spontaneous roleplay, picture sections) and a reprint of articles about the Oral Bagrut and its various parts, reprinted from various issues of the ENGLISH TEACHERS' JOURNAL. All teachers preparing pupils for the Oral test, and of course all examiners, should buy a copy of the "Guide".

There are still a number of vacancies for Oral examiners in different parts of the country, and teachers are invited to approach the English Inspectorate if they are interested (especially teachers at Teachers' Colleges, Regional Colleges and University departments for English as a Foreign Language).

A number of schools have expressed dissatisfaction with some oral examiners testing the Reading Programme, who seem to expect an extremely detailed knowledge of events in the various stories and plays, even to the extent of very minor details which the examiners themselves probably would not have remembered had they not been teaching these items year in and year out. Other schools complain that examiners expect a certain literary interpretation and penalize pupils whose teachers have taught an alternative interpretation. It would appear that some examiners are trying to bring in the "literary appreciation" approach through the back door, as it were, and are forgetting that the aim of teaching English in Israeli schools is COMMUNICATIVE COMPETENCE, English as a practical skill subject aiming to impart as high a level of language proficiency as possible.

Abolition of 6 Point Bagrut and of the "Supplementary" 4 to 5 Points

As of the 1991 examination date, these two examination options are to be abolished. This is part of the general Ministry policy to cut down the number of examination papers offered. As of that date, the following Bagrut papers will be offered:

3 POINTS

SUPPLEMENTARY EXAM FROM 3 TO 4 POINTS (taken only after the examinee has graduated from school, as if it were a "Repeat Exam" (בחינת משנה).

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4 POINTS (including special language exercises for Management and Tourism examinees)
5 POINTS

New Bagrut Subject: APPLIED LINGUISTICS

In view of the undoubted need of Israeli society to train a large number of translators into Hebrew, the Ministry of Education has authorized a new subject to be offered in the Bagrut examination (TWO POINTS), to be called "APPLIED LINGUISTICS". A syllabus and an examination programme are now being drawn up and it is hoped that the new subject will be offered to schools as of the 1991 examination date. The new syllabus will broadly consist of:

1. **Translation skills from English to Hebrew**
2. **Contrastive Analysis of English and Hebrew**
3. **Introduction to Linguistics (stressing sociolinguistics)**

At a later stage, other languages will be considered (Arabic, French). Many schools have been presenting pupils for the "Translation Option" in the SIX POINT Bagrut, so that there has been some experimentation in a translation-based syllabus and examination, and the results have been good. Only pupils excelling in English (and good in Hebrew) would be eligible for this new subject.

Dyslexia and English Teaching in Israel

Nearly 150 English teachers attended a special one-day conference on Dyslexia. The English Inspectorate in close cooperation with the Special Education Department of the Ministry are now working out a plan of action based on the views expressed at the conference: a colleague from the Special Education Department remarked that she was intensely affected by the "sheer humanity" of the English teachers, whose concerns obviously extended far beyond "merely" teaching the language — the English teacher as an educational personality. A number of working groups will be set up, a book of guidelines published, and efforts will be made to offer consultancy to teachers who have dyslexic children in their classes. Further details will be published in the next issue of the JOURNAL. Teacher-Counsellor Lindsey Pe'er will be in charge of all projects for Dyslexia and English Teaching.

Using Unsuitable Textbooks

Some teachers have been indulging in the regrettable practice of using a textbook meant for weak learners in Grades 7-9 as the textbook for able learners in Grades 5 and 6. They fail to realise that weak, "less-able" learners in the upper Grades have a differential syllabus, with different emphases and a different methodology, quite apart from being aimed at an older child with interests different from the young beginner in Grade 5. There is also the psychological issue of the less-able learner in

Grade 7 or 8 being offered a book he or she had "learnt" from in Grade 5 or having a younger sibling currently learning from it. There is a large variety of textbooks available for young beginners, and teachers should select from these.

New Courseware for Weaker Learners in the Upper Grades: FOLLOW ME (BBC)
A specially adapted edition of this very successful video and audio course, produced by the BBC for vocational high schools in Germany, has now been prepared for Israeli schools. An "adult" edition is also available, accompanied by a bilingual textbook meant for private study. The school edition consists of video cassettes, audio cassettes, two booklets from the BBC and a supplementary booklet written for the Israeli market by the English teacher Daphna Kleer. The videos are introduced by Daniel Pe'er, the well-known broadcaster. The video scenes have been adapted for school use, as some of them were felt not to be suitable. Pupils will buy a kit containing the three booklets

The series combines serious language learning in vocabulary and grammar (the final unit reaches the present perfect), in an authentic background of genuine communicative situations, and assumes minimum starting knowledge. The audio cassettes and accompanying booklets encourage oral/aural work. The series is recommended as supplementary to the regular textbooks for the levels of GEMER, THREE POINTS BAGRUT, and also students in the Management, Secretarial and Tourism Trends preparing for the FOUR POINTS Bagrut (many of the situations are secretarial or hotel orientated). Publisher: Moshe Trivaks, BBC representative in Israel.

Achievement etc. Tests for Grades 6, 7, 8, 9
As reported in the last issue of the JOURNAL, the following tests are available *free of charge* in the form of Teacher's Kits; schools will photocopy copies for the pupils.

Grade 9:	Achievement Test; Teacher's Guide.
Grade 8:	Diagnostic Test; Progress Tests; Achievement Test; Teacher's Guide.
Grade 7:	Diagnostic Test; Achievement Test; Teacher's Guide.
Grade 6:	Teacher's Guide (Achievement Tests for pupils are available for sale (class orders, not individual copies) from ATLAS — see address in this issue of the JOURNAL).

Apply on school-headed notepaper to: English Inspectorate, Ministry of Education and Culture, Jerusalem 91911.

New Textbooks Approved by the Ministry of Education:
1. *WE ARE THE WORLD*, by Shoshana Postol, for Grade 9, published by University Publishing Projects. Contains reading texts for intermediate level students, a wide variety of exercises providing practice in vocabulary, reading comprehension and listening comprehension, inference, main ideas, text

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organization, sequence, etc; exercise types include issues for oral discussion, fill-ins, true/false, multiple choice, cloze questionnaires and role play; explicit grammar rules to be applied in contextualized exercises, an English-Arabic vocabulary list for the benefit of Arab and Druze pupils, a Hebrew-English vocabulary list to aid oral expression, and a comprehensive TEACHER'S GUIDE containing the texts required for the listening comprehension tasks. WE ARE THE WORLD is divided into four parts: (Book I) Part I — "It's a small world", (Book Two) Part II — "We are the community", Part III — "We are a family", Part IV — "We are friends". (Book Two may be used in Grades 9 or 10.) Workbooks for each part are available.

2. *ENGLISH THAT WORKS*, by Tamar Feuerstein and Rahel Tal, published by University Publishing Projects, for Grades 11 and 12 in Technical schools studying for the FOUR POINT and FIVE POINT Bagrut examinations. Its goal is to provide an answer to the problems of teaching reading, writing and the oral skills in technical and comprehensive schools. Included in the book are reading passages, reading comprehension activities, writing activities and oral practice. The book is based on current approaches to reading comprehension and to written and oral proficiency. The texts are mostly authentic, taken from current sources. Each text is treated intensively, so that a given unit may require a number of lessons, depending on the level of the class and on how the teacher utilizes the materials. Each of the 16 units revolves around a reading passage, but the reading itself does not begin until the student is thoroughly prepared for it, both linguistically and conceptually. Each unit contains the following items: Pre-Reading Section, While-Reading Section, Post-Reading Section (consolidation and application activities) and Cloze passage.

3. *FRIENDS*, by Nili Almagor, published by Ahiever. A textbook for the first year of learning English as a foreign language in Israel, meant for pupils aged 9-11 years. The book is accompanied by a detailed Teacher's Guide.

   FRIENDS provides a complete course for beginners, and consists of five main parts: 1) A pre-reading oral section which includes a set of pictures, 2) Reading material: a. phonic reading; b. global reading, 3) Dialogues, 4) Some additional exercises to be used by more advanced pupils, 5) A writing section where script is taught.

   Each lesson in the Teacher's Guide contains a brief outline of the grammatical structures used in the lesson. Methodological suggestions accompany the lessons, providing the teacher with some practical suggestions for the presentation of the material, the oral work which is to be done in the lesson, and the various games and songs which may be used.

4. *CLOSING CIRCLES*, by Lea Kirshenberg, textbook for Grade 10,

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continuation of the LIVELY WORLD OF ENGLISH, BOOKS I & II by the same author. The author aims to provide appropriate material, geared to the interests of Israeli high school students, through which the various skills can be taught and drilled. Stress is placed on oral activities in accordance with the communicative approach. The study of vocabulary is also emphasized: at the end of each unit there is a vocabulary section which includes a glossary of about 50 words followed by varied exercises. The accompanying TEACHER'S BOOK contains ten Listening Comprehension passages (texts, questions and answers).

5. *OTHERS, Portraits of Diversity, Pain and Promise.* This booklet is Book Two in the RICH series (Relevant Issues in Contemporary Humanism), prepared by Ora Zohar, Arleen Eidelman, Susan Haber and Aviva Pinchuk. The issue addressed is that of prejudice and is an attempt to understand how people see and behave toward those who are different from themselves and the consequences of that behavior for all involved. Contents are short stories, articles and newspaper items.

6. *USE THE CLUES ("Focus" series).* This latest addition to the "Focus", Skills in Reading Comprehension Series, published by the Centre for Educational Technology, 16 Rehov Klausner, Ramat Aviv, differs from the other four books in the series in that in addition to providing practice in reading comprehension skills (using contextual clues in texts), it also provides an explanation to the student (in Hebrew) of how to use context clues when encountering unfamiliar words in texts. The clues referred to may be synonyms, paraphrases, definitions or other forms that help a reader guess the meaning of a new word or expression. The other booklets in the series are: *Look for Yourself* (reading details in texts), *Tie It Together* (Drawing inferences from texts), *Time After Time* (Understanding sequence in texts), *What's the Point?* (Getting the main ideas of texts). Distributor: "Gestalit", Rehov Hayotsek 4, Haifa Bay (04-729353) or Rehov Hasharon 12, Tel Aviv (03-373921), or from bookshops.

7. *"CAN I HELP YOU?"*, by Rivka Horowitz and Brenda Liptz. "CAN I HELP YOU" is a textbook intended for very weak learners ("least-able") in secondary school (probably Grade 10), who have repeatedly failed in their English studies in the past and carry with them the stigma and frustration of this failure. In order to foster a successful learning experience and to help English serve these pupils, the book builds on (a) their desire to use English meaningfully, (b) their ability to mimic and memorize (mim-mem), and (c) their daily experiences. The book highlights Listening Comprehension and Speaking and reinforces these skills through some controlled reading and writing. Instructions are given both in English and Hebrew, a Hebrew glossary appears in every chapter, and some Reading exercises are answered in Hebrew. The accompanying TEACHER'S GUIDE includes a general introduction to each type of exercise, detailed lesson plans, and the scripts of the Listening Comprehension passages.

8. *"QUEST FOR IDENTITY"*, by Dr. Yossi Levi. This booklet, approved by the Ministry of Education & Culture as nonfiction material for the Reading Programme in the Oral Bagrut (equivalent to two essays or articles), consists of two revealing "documents" that are based on transcripts of discussions held by groups of Jewish youth in Israel and the U.S.A. following events that proved traumatic for them: for the American Jewish youth the U.N. declaration in 1975 that Zionism is a racist movement, and for the Israeli youth the dismantling of the Yamit Strip settlements in 1982. Orders for the book should be sent to P.O.B. 26148, Jerusalem.

9. *"TALKING ABOUT LITERATURE"*, by Natalie Hess and Evelyn Ezra. "Talking About Literature" is a selection of stories and poems studied in preparation for the Oral Bagrut examination. Each story and poem is accompanied by a variety of communicative activities focusing on oral interaction discussions, role plays, group work etc. Works in the collection are: "A Summer's Reading" by *Bernard Malamud*; "Mr. Know-All" by *W. Somerset Maugham*; "The Standard of Living" by *Dorothy Parker*; "Everything that Rises Must Converge" by *Flannery O'Connor*; "I Stand Here Ironing" by *Tillie Olsen*; "Eveline" by *James Joyce*; "My Papa's Waltz" by *Theodore Roethke*; "Richard Cory" by *Edwin Arlington Robinson*; "Mending Wall", "Stopping by Woods on a Snowy Evening", and "The Road Not Taken" by *Robert Frost*; "Sonnet XVIII" by *William Shakespeare*; "Musée des Beaux Arts" by *W.H. Auden*; "'Hope' is the Thing With Feathers" by *Emily Dickinson*; "Walking Away" by *C. Day Lewis*, "Ozymandias" by *Percy Bysshe Shelley*. Published by Eric Cohen Books.

Video-Cassettes at the National Pedagogical Centre

All the films produced by the Instructional Television Centre, together with the accompaying audio cassettes, will soon be available for sale in the form of video cassettes from the National Pedagogical Centre, Ministry of Education and Culture, Jerusalem 91911. For full details, apply to Mr. Ezra Mizrahi, Tel: 02-238311, 02-238334, 02-238348. Payment is by means of Post Office Bank account 0 10410 5, payable to המרכז הפדגוגי; send a copy of the receipt to Mr. Ezra Mizrahi at the above address. The video cassette of the Oral Bagrut test (1987) is also available from the Centre, as are audio cassettes of the Listening Comprehension Bagrut tests (1979-1983, 1984-1986, 1987-1988) and of the Literature Syllabus for the Bagrut (produced by the Instructional TV Centre with the Open University): Cassette 1: The Standard of Living, Eveline; Cassette 2: Everything that Rises Must Converge; Cassette 3: The Blind Man; Cassette 4: The Blind Man (cont'd), Poetry; Cassette 5: My Dungeon Shook, One Vote for the Age of Anxiety.

"Grammar Practice Activities, by Penny Ur

Cambridge University Press have just published the above book by Penny Ur, the well known English teacher at Har Va'Gai secondary school and the Oranim Teachers' College. *Grammar Practice Activities* is a detailed guide to active grammar practice, containing imaginative and useful communicative activities which are an invaluable resource for grammar teaching. Part I provides a general introduction to grammar teaching in the foreign language classroom and includes guidelines for the design of activities and a section of practical hints on effective classroom presentation. Part II contains 200 communicative and game-like activities for the main areas of English grammar. Penny Ur is also the author of *Teaching Listening Comprehension* and *Discussions that Work*, published by Cambridge University Press in their "Handbooks for Language Teachers" series.

Unqualified Teachers in Intermediate ("Junior High") Schools

The Personnel Department of the Ministry of Education and Culture has adopted the following new regulations *for teachers who (1) are already qualified to teach English in primary school; (2) have been teaching English in Intermediate schools for two years at least and (3) have received a favourable evaluation (a mark of 4) from the English Inspector of the school*. These teachers must first apply to Mrs. Elana Dinur of the Personnel Department, Ministry of Education, Jerusalem, to obtain official permission to become qualified through external courses and examinations (כתב היתר). The subjects for these courses and examinations are: (1) Advanced Language Proficiency, (2) Advanced Methodology, (3) Applied Linguistics of English, (4) Survey of English and American Literature, (5) Psychology of Adolescence. In addition, of course, they will have to study Education and, where appropriate, the Hebrew subjects (unless these were taken as part of their qualifications for teaching in primary school).

"RESPECTING THE LAW" by Yitzhak Genut and Janet Goren

This English edition of the Hebrew text by Sara Bromberg, Miram Hirsch and Yael Sarig consists of a collection of slides and an accompanying text for use by teachers. The slides and teachers' suggestions deal with Protecting Wild Flowers, Fishing in Forbidden Places, No Place to Throw Out the Garbage, A Pedlar on Public Property, Laundry on Public Property, The Bicycle and the Law, Traffic Violations, Breaking the Law While Crossing the Road, Bicycle Riders Violate the Law, The Citizen and the Establishment, The Law in School, Judo, the Role of the Police, He Does What He Wants To, The Unemployed Demonstrate, A Demonstration of the Ultra-Orthodox, The Judicial Branch. Yitzhak Genut is the director of the Pedagogical Centre in Herzlia. Teachers interested in buying the slides and the book of suggestions should apply to Yitzhak Genut, Herzlia Pedagogical Centre, Rehov Shamai 10, Herzlia (Tel: 052-540762).

"ALL MY SONS": Video, Textbook, Teacher's Guide
The video cassette of the play is a professional performance of "American Playhouse"; the video textbook contains the complete play as well as exercises to help students prepare for the Oral Bagrut examination. The textbook relates directly to the specially recorded running-counter on the videotape, allowing for easy reference to and from the text. The accompanying Teacher's Guide advises the teacher how to integrate the text with the Video Screening and provides methodological suggestions and activities for the various Acts in the play. The Guide also contains answer keys to the various exercises in the pupil's textbook, and a glossary of cultural references. Published by Eric Cohen Books (addresses listed in this issue of the JOURNAL); textbook and Teacher's Guide written by Sheila Been.

New English Syllabus for Schools
Every teacher and student-teacher should possess a copy, since the syllabus is not just a catalogue of structures, items and aims, but a guideline to methodology and classroom practice. Chapter headings are the following:

PART ONE: *RATIONALE* — 1. Aims and Objectives; 2. Communicative Competence and Performance; 3. Communicative Methodology; 4. A Differential Syllabus for Less-Able Learners; 5. Evaluation of Pupils; 6. Courseware.

PART TWO. *GRADED OBJECTIVES* — 7. Objectives for Primary School, Intermediate School (Division), Upper School (Division); 8. Grammar Programme; 9. Lexicon; 10. Script Handwriting; 11. Punctuation Rules to be Taught; 12. Some Recommended Situations and Topics; 13. Addendum: Teaching English to "Native Speakers".

The syllabus is available from the publishers "Maalot" and from Eric Cohen Books, Rehov Hankin 5, Raanana (052-453206, 455345), Binyan Clal 320, Jerusalem (02-241773),Simtat Sidon (corner Rehov Nevi'im), Haifa (04-661259).

"Teaching the Pedagogical Grammar of English" (repeat notice)
This handbook for teachers (revised edition), compiled by Raphael Gefen and published by the Ministry of Education and Culture, deals systematically with the grammar patterns specified in the new Syllabus. The patterns are described and explained, contrasted where necessary with Hebrew, and accompanied by didactic suggestions. The book also reprints the article "Teaching Grammar as Part of Meaningful Communication", which first appeared in the ENGLISH TEACHERS' JOURNAL, 25. Available from Ministry of Education distributors (see list in these pages).

"Bagrut Examinations" 4 & 5 Points, 1984-1987
A collection of past Bagrut examination papers, together with the scripts of the

Listening Comprehension tests and additional Language Exercises: published by Eric Cohen.

Newspapers in Simplified English

The GOOD TIMES Publishing Company issues the following monthly newspapers:
ABC Times — for Grades 5, weaker 6, good Grade 4
Just for You — for Grades 6 and weaker 7
Good Times — for Grades 7, 8, 9
Bagrut Times — for Grades 11, 12. News stories, features, Bagrut-style passages and exercises, glossary.
Address: GOOD TIMES, POB 3576, Jerusalem 91035. Tel: 02-437153.

THE JERUSALEM POST publishes the following monthly newspapers:
Hey There! — for Grades 7-9 and less advanced pupils in upper grades.
Student Post — For Grades 10-12
Yours — for weaker older learners (GEMER or less). Short news items and features, amply illustrated, glossary.
Address: THE JERUSALEM POST, POB 81, Jerusalem 91000. Tel: 02-551651, 02-551616. Ext. 293.

Distributors of Ministry of Education Publications

1. תל־אביב — ״אטלס״ — צ׳לנוב 49, טל׳ 03-378901, 03-377890. מרכז תצוגה, רכישה מקום
2. ירושלים — ״אטלס״ — שושן 4, טל׳ 02-247764.
3. ירושלים — אריק כהן, בנין כלל, חנות 320, טל׳ 02-241733, רכישה במקום.
3. תל־אביב — שיווק אמיר, אלקלעי 7. טל׳ 03-446095.
4. תל־אביב — ״מורשת״ — אבן גבירול 116, טל׳ 03-449485.
5. תל־אביב — ״ספרי״ — נחלת בנימין 30, טל׳ 03-654517.
6. תל־אביב — ״ספרי״ — דרך ההגנה 67, שכונת התקוה, טל׳ 03-336833.
7. תל־אביב — ״ספרי״ — אחימאיר 27, רמת אביב ג׳, מרכז מסחרי, טל׳ 03-410968.
8. בת־ים — ״שוורץ״ — הרצל 45, בת־ים, טל׳ 03-860036.
9. בת־ים — ״ספרי״ — בלפור 120 (סוכנות יפה את בניטה), טל׳ 03-588165.
10. רמת־השרון — ״ספרי״ — אוסישקין 20 (סוכנות לתלמידים), טל׳ 03-480252.
11. רחובות — ״דבר״ — הרצל 168, טל׳ 08-453789.
12. חולון — ״ספרי״ — סוקולוב 79, טל׳ 03-885797.
13. חולון — ״גול״ — סוקולוב 100, טל׳ 03-80848.
14. פתח־תקווה — ״סנדרס״ — סוכן נייר, הזמנות בטל׳ 03-992876.
15. רמת־גן — ״ספרי״ — ז׳בוטינסקי 31, ת״ד 3101. טל׳ 03-7515121.
16. רמלה — ״פאפירוס״ — שדרות הרצל 73, רמלה, טל׳ 08-229271.
17. ירושלים — ״בית הלל סלוצקי״ — הלל 4, טל׳ 02-244848.

18. ירושלים — תמיר — רח' בית הכרם 29, ירושלים.
19. ירושלים — תמיר — רח' בן־יהודה 2, טל' 02-249556.
20. בית־שמש — "מסדה" השבעה 6, טל' 02-912416.
21. חיפה — אריק כהן, סמטת צידון 3 (פינת נביאים), טל' 04-661259. רכישה במקום.
22. חיפה — "אטלס" — דבורה, טל' 04-667473.
23. חיפה — "בטלהיים את תמיר בע"מ" — נורדאו 34, טל' 04-641666, 04-667045.
24. חיפה — "ספרי" — החלוץ 16, טל' 04-662465.
25. רעננה — "אריק כהן" — חנקין 5, טל' 052-31725, 052-455345, 052-453206, רכישה במקום
26. רעננה — "ספרי" — קרן היסוד 1 (פינת אחוזה), טל' 052-912874.
27. עפולה — "דבר" — ארלוזורוב 11, טל' 065-93531.
28. כפר־סבא — "אלדין" — ויצמן 89, טל' 052-442851.
29. נתניה — "ספרי" הרצל 34, טל' 053-23991.
30. טבריה — "ספרי" — כיכר רסקו.
31. צפת — "גרינבוים" — ירושלים 59, טל' 069-30249.
32. באר־שבע — "רודיק" גרשון 25, טל' 057-32000, 057-78110.
33. באר־שבע — "ספרי" — ההסתדרות 38, טל' 057-70692.
34. ניתן לבצע הזמנות בכתב במרכזים בפדגוגיים ברחבי הארץ.

Just Published

The Oral Bagrut Test.
Guidelines for Teachers and Testers. Contents: new regulations for the Oral Bagrut; articles on teaching and testing: Interview, Speech, Role-Plays, Reading Programme, Group Discussion. Publ.: Ministry of Education and Culture.

I Heard That...
Listening Comprehension Course for Grades 8 and 9 (pupil's workbook, teacher's book, audio cassettes), by Nomi Ballas and Carol Goldfus. Pub.: University Publishing Projects

The Junior Files: File 1 — English for Today and Tomorrow
Textbook for Grade 7, by Elite Olshtain, Tamar Feuerstein, Miriam Schcolnik. Publ.: University Publishing Projects and "Am Oved"

Our Kind of English
Textbook for Grade 10, by Alan Lipsey. (with accompanying audio-cassette)

Three-Point Bagrut Examinations 1983-1989; Gemer Examinations 1982-1989
Collections of past examination papers; publ. Eric Cohen Books.

APPROVED TEXTBOOKS FOR THE 1989–1990 SCHOOL YEAR

The following list is of textbooks already published at the time of going to press; new textbooks, on being approved by the Ministry of Education, will be listed in the ENGLISH TEACHERS' JOURNAL. This list does not include enrichment material, extensive reading etc. Some out-of-date items, no longer in accord with the current Syllabus, are not listed below, although they are still on the Official Ministry list and therefore may still be used.

GRADES (4), 5, 6,
I Like English — Zafra Tatcher (first year)
I Like English — Zafra Tatcher and Tova Teitelbaum (first year; intensive reader).
My First Book — Lucy Marnin and Anna Sotto (first year)
At Work and Play — Lucy Marnin and Anna Sotto (second year).
English Pages — Nili Almagor (first year; weaker learners)
Friends — Nili Almagor (first year, more advanced learners)
I Can Read English: See, Hear and Read — Ada Fuchs (first year)
My English Book — Ada Fuchs (second year)
We Live on Telem Street, Part I, Part II — Shoshana Postol (first year)
Welcome to Telem Street, Part I, Part II — Shoshana Postol (Grade 6)
A First Reader and Workbook (four booklets) — Lillian Englander (first year)
Let's Read and Write: An ABC Workbook — Lillian Englander (first year)
Joey and Liz in Space — Lillian Englander (second year)
More About Joey and Liz in Space — Lillian Englander (second year)
ESH 2 English for Speakers of Hebrew: Pre-Reader (first year, preferably used as a supplementary textbook)
ESH 4/5, Language (Grade 6)
ESH 4/5, Reader (Grade 6)

EDUCATIONAL TELEVISION
Grade 5: *Dan and Edna; Picture Book*
Neighbours; Sing-a-Song (also audio cassette)
Grade 6: *Here We Are*, Pupil's Book; Pupil's Exercise Workbooks (Regular Edition); Shortened Programmed Worksheets (Alternative Edition) (also audio cassettes).

GRADE 7

ESH 6 — Language — Elite Olshtain, Ruth Benziman, Lenora Goell, Heni Kneller.

ESH 6, Reader — Maureen Bassan, Ruth Benziman, Carol Crumlish, Lenora Goell, Heni Kneller, Elite Olshtain

The Telem Street Gang — Shoshana Postol

Fun in the Sun — J. Varon (weak learners, B level; also Grade 8)

Lexiland — K. Baron, G. Bergman

The Junior Files: File 1 — English for Today and Tomorrow — Elite Olshtain, Tamar Feuerstein, Miriam Shcholnik

ESH 7, Step by Step (weak learners)

EDUCATIONAL TELEVISION

Gabby and Debby: Regular Edition Pupil's Book; Alternative Edition Pupil's Book

Debby in Hospital: Regular Edition Pupil's Book; Alternative Edition Pupil's Book

Adventures in Listening (alternative edition);

(Note: The telecasts of "Gabby and Debby" will not be broadcast "open-air" this year, for technical reasons).

GRADE 8

ESH 9, Language — Elite Olshtain, Ruth Benziman, Heni Kneller

ESH 10, Reader — Elite Olshtain, Maureen Bassan, Netti Loewenstein, Ruth Benziman

Friends Across the Sea, Part I, Part II — Shoshana Postol

A Mixed Bag — M. Dray, S. Stein

Up to the Top — Rena Keynan (weak learners)

On the Spot — G. Shoshani, R. Bar-Hama

Kids and Other People — T. Sachs (Reader)

ESH 8, Step by Step (weak learners) — Elite Olshtain, Ruth Benziman, Heni Kneller

I Heard That (listening comprehension) — Nomi Ballas, Carol Goldfus

EDUCATIONAL TELEVISION

Crime and the Law: Regular Edition Pupil's Book; Alternative Edition Pupil's Book

Television Tales, Pupil's Book

English! English! English!, Pupil's Book

GRADE 9

Destination English — Ruth Baratz

ESH 11, Language/Reader — Ruth Berman, Elite Olshtain, Ruhama Kulbersh, Siona Kronfeld, Maureen Bassan

ESH 12, Language/Reader — Ruth Berman, Elite Olshtain, Ruhama Kulbersh, Siona Kronfeld, Maureen Bassan

ESH, English Here and Now, Book I (for late starters) — Roberta Stock, Ruth Olin, Miriam Schcolnik
Stepping Stones — Anna Sotto
The Lively World of English, Part I, Part II — Lea Kirshenberg
I Am A Teenager — Rahel Saperstein (weak learners)
We Are the World, Book I — Shoshana Postol
What An Adventure — Anna Sotto (Reader)
A Collection of Stories — Yaffa Kleiner (Reader)

EDUCATIONAL TELEVISION
English by Television, Stage 5: Regular Edition Pupil's Book; Alterantive Edition, Part I, Part II (supplementary materials).

GRADE 10
Communicating in English, I — Joe Lison
ESH, English Here and Now, Book II (for late starters) — Ruth Olin, Miriam Schcolnik
Meaning in English — Natalie Hess, Shai Aran
Can I Help You? — Rivka Horowitz, Brenda Liptz (weak learners)
Closing Circles — Lea Kirshenberg
ESH, Reading Everywhere — J. Glasner, L. Katz (Reader)
Themes in Prose and Poetry — Valerie Whiteson, Nava Horovitz (Reader)
ESH, Some Stories and Poems (Reader)
Focus Series (supplementary reading comprehension): *Time After Time; Tie It Together; What's the Point; Look for Yourself; Use the Clues* — Susan Nissan, Fay Ginzberg, Sonia van Enter, Sara Kol
Our Kind of English — Alan Lipsey

EDUCATIONAL TELEVISION
Mission Possible Workbook (weak learners)
Here, There and Everywhere, (with ESH): *Along the Way; On the Move; Out on Your own; Different Viewpoints*

GRADES 11-12
Follow Me (weak learners, preferably as supplementary material), with video
Communicating in English, II — Shlomo Kernerman
Communicating in English, III — Shlomo Kernerman
TIES — Rivka Bar-Hama, Arlyne Gozali, Gavriella Shoshani
Passages for Reading and Listening Comprehension — Lea Kirshenberg
It Stands to Reason — Natalie Hess, Evelyn Ezra (advanced learners)

The English Files: Cloze for Reading Comprehension — Elite Olshtain, Tamar Feuerstein, Miriam Schcolnik
Enhancing Reading Comprehension — Tamar Feuerstein
New Contexts for English — Valerie Whiteson
Practical English — Alan Lipsey
ESH, Advanced Level, I — Ruth Berman, Roberta Stock, Sara Koll
ESH, Advanced Level, II — Robert Stock, Sara Kol, Ruth Berman
New Ways to English, I, II — Hazel Camron (weak learners, GEMER pupils)
Using Your Dictionary as a Learning Tool — Menachem Bloch (supplementary)
A Course in Translation — E.A. Levenston
Ready to Speak — Ruth Baratz, Crystal Horvitz

EDUCATIONAL TELEVISION
Hello, Israel! Workbook

GRAMMAR PRACTICE BOOKS, GRADES 10-12
PACE (Practicing Accurate Communication in English) — Rivka Bar-Hama, Arlyne Gozali,Miriam Westheimer
English Grammar for Hebrew Speakers — Michael Toben
English Language Workbook — Lea Kirshenberg
Language Exercises — Moshe Posner

TECHNICAL ENGLISH TEXTS, GRADES 10-12 (supplementary to a "General English" textbook)
Modern Office Guidance — Nava Horovitz, Talia Glass
Office Situations (GEMER level) — Nava Horovitz, Talia Glass
1. In the Office; 2. The Receptionist; 3. Directions; 4. Letter Writing; 5. Handling Mail; 6. Filing; 7. Office Supplies; 8. Looking for a Job; 9. Travel Arrangements.
Shops and Fashions — Sheila Schoenberg
Describing an Outfit — Sheila Schoenberg
Food Matters — Nava Horovitz
Tools and Tactics in Reading Technical English, I, II, III — Krindal and Mosteisser
English That Works — Tamar Feuerstein, Rahel Tal

DICTIONARIES, GRADES 10-12
Oxford Advanced Learner's Dictionary of Current English — A.S. Hornby (5 Points)
Oxford Student's Dictionary — A.S. Hornby (5 Points)
Collins English Learner's Dictionary (5 Points)
Longman Dictionary of Contemporary English (1987 edition) (5 Points)
Oxford English-English-Hebrew Dictionary (4 Points)
Harraps English-English-Arabic Dictionary (4 Points)

READING PROGRAMME, GRADES 11-12

(Note: There is no Ministry syllabus for non-fiction prose essays and articles. Such items listed below are examples only)

Talking About Literature — Natalie Hess, Evelyn Ezra

All My Sons (with accompanying video cassette) — Sheila Been

Quest for Identity — Yosef Levi (nonfiction)

Everyman's English Secondary Level Literature (publ. Everyman's (Open) University)

1. *The Blind Man* — D.H. Lawrence
2. *All My Sons* — Arthur Miller
3. *American Poems* ("I Saw in Louisiana a Live Oak Growing"; "Stopping by Woods"; "Mending Wall"; "The Picnic")
4. *British Poems* ("Musée des Beaux Arts"; "In Time of 'The Breaking of Nations"; "To An Athlete Dying Young"; "Sonnet XVIII")
5. *Eveline* — James Joyce
6. *One Vote for This Age of Anxiety* — Margaret Mead (non-fiction)
7. *My Secret World of Idiom, and Courtship Through the Ages* — James Thurber (non-fiction)
8. *The Standard of Living* — Dorothy Parker
9. *Everything that Rises Must Converge* — Flannery O'Connor
10. *My Dungeon Shook* — James Baldwin (non-fiction)

Audio-Cassettes are available for most of the above, from the Open University, Instruction Television Centre, and the National Pedagogic Centre.

ESH, Volume 1: Essays and Poems; Volume II: Stories and Plays

EMT (English Matriculation Texts) — (ed.) Alice Shalvi
  Volume 1 — Full Program (5 Points)
  Volume 2 — Shorter Program (4 Points)

The Glass Managerie — (ed. Alice Shalvi)

Poems (ed. Alice Shalvi)

All My Sons (ed. Alice Shalvi)

R.I.C.H. (Relevant Issues in Contemporary Humanism) — Ora Zohar, Arleen Eidelman, Susan Haber, Aviva Pinchuk (non-fiction)

A RICH Choice (weaker leaners) (non-fiction)

ALE (Advanced Level English) 1-10 — Kernerman Publishing

1. James Baldwin: *My Dungeon Shook* (non-fiction)
2. Bernard Malamud: *A Summer's Reading*
3. James Thurber: *My Secret World of Idiom* (non-fiction)
4. Dorothy Parker: *The Standard of Living*
5. James Thurber: *Courtship Through the Ages* (non-fiction)
6. James Joyce: *Eveline*

7. Enrique Vargas: *The Jet Age Malady* (non-fiction)
8. Margaret Mead: *One Vote for This Age of Anxiety* (non-fiction)
9. Flannery O'Connor: *Everything that Rises Must Converge*
10. Philip Roth: *Eli the Fanatic*

ALE, 11-14

11. John Steinbeck: *The Leader of the People*
12. Pearl Buck: *The Enemy*
13. Somerset Maugham: *Mr. Know-All*
14. Jesse Stuart: *The Split Cherry Tree*

Plays — Kernerman Publishing
  Arthur Miller: *All My Sons* (with Simon Wiesenthal: *The Sunflower*)
  George Bernard Shaw: *Pygmalion*
  Susan Gaspell: *Trifles*
The Plight of Soviet Jewry — Carol Goldfus, Naomi Ballas (non-fiction)

"IMPLEMENTING THE NEW SYLLABUS" PAPERS PRESENTED AT THE CONFERENCE ON IMPLEMENTING THE NEW SYLLABUS, 6 December 1988

1. EVALUATING COMPETENCE AND PERFORMANCE WITHIN THE FOREIGN LANGUAGE CLASSROOM

by *Elana Shohamy*, Tel Aviv University

(Editor's Note: This paper will be published in two parts. Part Two will appear in the next issue of the JOURNAL)

I would like to begin this talk by congratulating the English teaching profession in this country on this special occasion of the introduction of the new Syllabus. It is very gratifying to see that the new syllabus accords so closely with recent developments in the field of language learning and teaching. However, I must admit that there is some disappointment on my part that hardly any attention (beyond one short chapter) is paid to the *testing* and *evaluating* of the communicative skills in the new syllabus. I hope that the Ministry will publish a guidebook to direct teachers in assessment procedures for the skills which are outlined so well in the syllabus.

Although the title of this paper is testing *competence* and *performance* I will stress mostly the testing of performance; not because I do not value the testing of competence, but I have to admit that there is very little knowledge at this time about the testing of competence. I believe that the assessment of competence, be it communicative or linguistic competence, will become a major force in our work as language testers in the next few years. Thus, in discussing testing within the new syllabus, I choose to focus on two areas: the first will be a survey of recent research findings which are related to the testing of *communication* and the second the area of *classroom testing* — an area which I believe has been badly neglected in recent years, but that nevertheless deserves major attention.

Testing Communication

(Editor's Note: this section of Dr. Shohamy's address will be published in the next issue, together with the section of her address relating to recent research in classroom testing)

Classroom Testing

Most research and development have been directed toward EXTERNAL, PROFICIENCY, types of tests, or what will be referred to here as EXTERNAL TESTING (or "non-classroom tests"). These are tests which are taken by populations such as adult learners, immigrants, students planning to enrol in universities, and students graduating from schools, such as in the case of the Bagrut examination in Israel. Very little attention is given to tests taken by primary or even secondary school learners in school itself.

In the development of tests, very little attention is given to the relevance of tests and to their use by decision-makers. That is, the role of the test developer usually ends at the phase when satisfactory reliability and validity are obtained, and the issues related to the uses of the test and their relevance to the contexts in which they are used are overlooked. In terms of the Bagrut, what really happens in the classroom as a result of the Bagrut, the connection between the Bagrut and the new curriculum, for example, gets very little attention.

In terms of research, while there is ample research on external types of tests, there is very little resarch on CLASSROOM tests. This is so in spite of the fact that most testing takes place in the classroom as part of the teaching and learning process. By "classroom research" I mean issues such as the type of tests which are most appropriate for the classroom, uses and misuses of tests by teachers, ways of grading tests, the type of feedback which is given to students from tests, the role of tests within the teaching and learning process, corrective remarks on tests, the use of tests as threatening devices, as disciplinary tools, the reactions of teachers to test performance, way in which teachers compute the final grade of tests, etc.

Most of the applications of research results have been taken from non-classroom contexts which differ from the classroom context by their objectives and uses, as will be described in the next section.

Classroom Testing Versus Non-Classroom Testing

Let us examine now some of the differences between the classroom testing context and the external, non-classroom context:

While classroom testing uses teacher-made tests, external testing is based on tests prepared by outside bodies, such as research institutions, the Ministry of Education, etc.

While classroom testing is aimed at assessing knowledge based on what was taught in the classroom in the past, external testing is usually aimed at assessing language knowledge that is related to some future performance, such as the ability to become a language teacher, a news broadcaster, a university student in a higher education institution, etc.

While classroom testing is administered to a small number of students at a time (30-40 students, depending on the size of the class), external tests are performed on a large number of students, several hundreds or even thousands of students, such as in the case of the Bagrut.

While in classroom testing a large number of tests can be administered within a given period of time, for example a semester, external tests are often administered on a one-shot basis, once a year, or sometimes, as in the case of the matriculation examination or the TOEFL (the U.S. test for aspiring university students from abroad), once in a life-time.

While classroom testing should be geared towards providing *formative* information for the purpose of improvement and of feedback for students and teachers, as part of the teaching and learning process, external tests are *summative* in nature, are administered to assign a judgement and are oriented towards making final and prescriptive decisions about individuals. The main conclusion of the above is that there are major differences in the features of the two settings, and that these differences call for different testing paradigms.

Specifically, *external tests*, since they are administered on a one-shot basis, and have a strong impact on the future life of test takers, must be accurate psychometrically, i.e. must have high reliability and validity. This means that it is a long and structured process which must be piloted first, or thoroughly cleaned after the test had been administered, in order to remove 'bad questions' and to gain information about their reliability and validity, since these tests have a major impact on individuals. Furthermore, external tests, because they are administered to large numbers of test takers, must utilize efficient scoring procedures, such as multiple choice. Also, external tests must orient themselves to the testing of *product* and not *process*, since they are 'final' and the performance of the test taker on such tests does not provide opportunities for repair and improvement.

On the other hand, *classroom tests*, because of the role they play within the learning and teaching process, must be oriented towards *formative* and *not summative* evaluation, towards *process* and less stress on *product*: for example, the ability to use reading strategies, to revise writing samples, to find out what prevents a student from doing well in reading or writing, and not just the ability to read or write. Tapping process variables is feasible since in the classroom it is possible to feed back the results of the evaluation to the test-takers, who could then take steps to improve. The need for evaluating process variables, and not just product, is a result of the notion that classroom testing is aimed at *improving* and not just of *proving*. In other words, since the main purpose of classroom testing is to provide diagnostic feedback and formative evaluation to teachers and students, the tests need to be designed so to include content that can then be converted into repairable/diagnostic information.

Also, since in the classroom setting students have a number of opportunities to be tested, the tests do not have to pass very strict psychometric requirements as external tests do. Thus, if a teacher administers a 'bad' test, there can always be another one, which may be better. (But it does not meant that classroom tests do not have to pass any analysis).

Research and Class Testing

This distinction between classroom testing and non-classroom testing also implies that we have to be careful in applying research results which were obtained in external tests to classroom testing.

For example, one may wonder whether it was right to adopt multiple-choice (MC) testing in classroom testing. MC-testing originated in external testing where there was a need to test large numbers of test-takers in efficient ways. MC is an efficient procedure from a scoring point of view, especially when it is machine-scoreable. With an optical reader it is possible to score thousands of papers and to deliver the scores in a very short time. However, while this procedure is no doubt very efficient for proficiency testing, it is not suitable at all for classroom testing. I will not mention all the reasons here, but will just say that MC requires preparation time, special expertise and training in writing good items, and pre-testing and piloting, since a good MC item is one which includes alternatives which *distract*, and they have to distract the 'bad' students and not the 'good' ones. As a result, there is a lot of preparatory work before a MC item can be used on tests, and it is therefore unwise and unrealistic to expect the classroom teacher to do all that. MC is therefore an inappropriate procedure for classroom testing, although it is used extensively in that context.

The point is that the special setting in which classroom testing takes place calls for the use of tests as an integral part of the teaching and learning process. Classroom tests should be used for diagnosis and the improvement of learning and

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teaching. I would like to claim that some of the problems which are inherent in external tests do not exist in classroom testing, and it is therefore possible to apply different evaluation procedures. In the non-classroom contexts, the test is limited by constraints such as the large number of students taking the test, the need for efficient and quick scoring procedures, the one-shot administration process and no opportunity to return to the test in order to repair and improve. However, in the classroom these constraints do not exist and it is therefore possible to devise different evaluative procedures.

Basing the Test on a Variety of Sources

Specifically, it is proposed here to follow an ethnographic/qualitative approach to testing. This means that the classroom teacher/tester collects data from a *variety* of sources such as observations, questionnaires, interviews, documents the test-taker writes, files, letters, etc, and in this way obtains a broader and more extensive picture of the language of the student. The information which is collected via all these sources leads to diagnosis, which is then tracked through a discussion between students and teachers. Results of the discussion can then provide information, such as that the teachers may not have taught the material well, that the students may not have paid attention, certain information in the textbook was misleading, students did not have the opportunity to practice enough, etc. This is then followed by a repair strategy. For example, if it turns out from the discussion that the problem originated from insufficient practice of the new material, then a practice session is added, or a new explanation is provided. The result is, therefore, re-teaching or re-learning, leading to repair. Whether the repair was successful is examined via a number of repeated evaluations, again obtained from a variety of sources. An important component of this approach is that language behavior is recorded continuously.

This does not mean that formal tests or quizzes are not included, but they are just one component in the evaluation and in the score which the student obtains. But when tests are administered, they are used for diagnosis and feedback. The sources of the problems are traced, a repair strategy is being introduced, and then another test, or other means of evaluation are being given, and the same process of repair is followed again.

The evaluations and recordings can even be done by the students and teachers working together at the mutual task of diagnosis, repair and improvement, so students play an active role in the evaluation process. It is an interactive approach to evaluation, where the evaluation is not imposed on students from above, but rather it is understood that both partners, students and teachers, are in need of information about their learning and teaching. When it is decided that there is a need for designing formal tests, for example, it is possible to involve students and teachers together in planning and analyzing the test, in the following way:

- Students and teachers (or even students and students) together, plan a table of specification, which is the map of the test.
- Students, in groups, write a number of test questions or tasks for the test, based on the table of specification.
- Teacher assembles and composes the test based on the table and based on the questions suggested by the students.
- After the test is administered, students and teachers, together, engage in a discussion and analysis of the items and of the test as a whole. This can be done in the mother tongue. Students and teacher discuss the reasons why certain items need not be included in the final score of the students (they may have been too hard, too easy), or why students did not perform well on certain questions, etc.
- Based on these analyses, and after the bad items have been removed, a discussion takes place on the reasons for certain students not succeeding on some of the test items.
- This leads to suggestions as to strategies which could lead to repair, on the part of the teacher and/or the students.
- After re-teaching and/or re-learning takes place, data are re-collected, through a variety of sources, leading to diagnosis, repair, etc.

By following the above process the evaluation is being integrated into the learning and teaching process and it becomes the concern of both students and teachers who both take an active role in the learning and teaching.

Communicative Teaching and Communicative Testing

This approach to teaching is appropriate to the whole approach to communicative testing, first since communicative testing is "more of the same" of teaching. If we teach students to conduct a conversation, the assessment will also be a conversation; if the student needs to understand a note, the test will be his ability to comprehend a note. However, clearly, not all communicative interactions lend themselves to "testing situations", since communication can occur in a variety of places and in a variety of contexts.

In the assessment of writing, for example, it is suggested that each student compiles a portfolio, which will include samples of his writings, such as compositions, notes, letters, clips of journals sent to teachers, old and new drafts of writing samples used in the process of composition, etc. The teacher and student study the portfolio, evaluate and diagnose it, and suggest repair or improvement strategies accordingly.

In the area of speaking, data about the oral performance of the students can be collected via a variety of sources, such as taped conversations which students do as part of their homework, oral language samples from work done in small groups, as

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recorded by one of the students in the group, the oral language used in classroom discussions, debates, etc.

There is ample evidence of the effectiveness of integrating such evaluation procedures into the learning process. Scholars such as Benjamin Bloom have been promoting it for some time. In a discussion on the effect of mastery learning as compared to conventional learning, Bloom (1987) writes that teaching under Mastery learning and under conventional instruction are much the same except for the mastery learning feedback-corrective process every 2 or 3 weeks, in which a formative test is given to students, followed by corrective instruction, and then by a parallel formative test. The first step in the feedback corrective process typically begins with the teacher's noting the common errors of the majority of the students. Then the teacher briefly explains the ideas involved, using different illustrations or an approach different from what was previously used in teaching these ideas in class. A second step in this feedback-corrective process is for groups of two or three students (on their own or under the teacher's guidance) to help each other on the items they missed on the test. A third step is for individual students to refer to the instructional material keyed to the test items that they are not confident they fully understand. This step is expected to be used after each 2- or 3-week learning unit, before the students take the parallel formative test.

In summary, it is proposed here to apply an assessment procedure which considers the specific goals, objectives and context of the classroom. Its main features are that it is continuous, formative, diagnostic, leads to repair and improvement, is meant to improve and not to prove, is interactive, involving students and teachers who together utilize a variety of sources for assessing language suitably (not just tests but other language samples as well), and provides information to both teachers and students. This approach lends itself very suitably to communicative teaching and learning.

This paradigm is unique for classroom testing, since it takes into account the specific features, conditions and objectives which exist in the classroom and these are different from those of external testing.

I believe that as teacher-trainers, supervisors, and decision-makers in EFL, we have the obligation and duty to involve teachers in the evaluation process and to focus on the classroom, not to replicate external testing but to follow a new and different classroom testing paradigm. It is in the classroom where the action is and it should get the prime emphasis.

2. LANGUAGE AWARENESS IN THE NEW SYLLABUS

by *Bernard Spolsky*, Bar-Ilan University

If one were asked to point to the major change in English teaching in Israel over the past twenty years or so, I think the most obvious element would be the shift in emphasis from cultural to communicative goals. In earlier periods (and this was explicitly stated at some of the meetings of the English Advisory Committee), English was taught in Israel, just as Latin used to be in Europe and America, for its cultural value: indeed, one expert (who perhaps it would be kindest to leave anonymous) said we need to teach English here so that the Israeli pupils can read English literature, because there is no real literature in Hebrew.

The 1988 Syllabus lists three rationales for teaching English in Israel: *as a means of international communication*[1] (the major goal); *as a medium for teaching humanistic (and human) educational and cultural values*; and *as a means of developing what* (in Britain at least, especially since the Kingman report) *is called "language awareness"*, an *"interest in and feeling for langauge"*. It is this third aspect that I have been asked to comment on here today.[2]

The argument presented by the Syllabus is not a new one.[3] The teaching of a foreign language provides an excellent opportunity to make students aware of the nature of language itself. For the monolingual student, the foreign langauge class is perhaps the first place to realize that objects and their names are not the same thing; that "table" is not another name for *shulkhan* but that both are labels used by speakers of the two languages. The new language, because of its difference, will make clear how languages differ, and what is special and what is general.

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[1] This is not the place to raise the perhaps controversial question of the role of English as a language of communication inside Israel.

[2] Parenthetically, I would not like to pass up this opportunity to comment on the high level of sophistication shown by the Syllabus as a whole: it is an excellent example of proposals for language teaching informed by understanding of the principles of educational linguistics.

[3] It would not be hard to show emphasis in both mother tongue and foreign language teaching cycling among three rationales: the cognitive or intellectual (it is good for your mind), the cultural or literary (it opens up your cultural horizons), and the communicative or pragmatic (it is useful to communicate with other people). In these terms, the new Syllabus marks both the successful completion of the shift from cultural to communicative, and the start of a shift in the cognitive direction. The Kingman Report marks a subsequent stage in the cycle: a move from the pragmatic approach of the Use of English movement to the cognitive or language awareness interest.

In this short talk, I will not attempt to analyze this claim in full, but to suggest some of the kinds of knowledge that teachers might be able to present, incidentally, as they teach English.

Awareness of the Forms of Language

It was my Latin teacher, as I recall, who first complained that I did not understand the differences between the nominative and the accusative cases, or appreciate the importance of the vocative. And it was Winston Churchill who celebrated the joy of not being required to recite the declension of the noun table in English: "table, table, O table, of the table, to the table, by the table..."

Clearly, a knowledge of Latin grammar does not itself contribute to the understanding of English much more than a few normativistic archaisms (remember "It is I"?). But it is nevertheless true and obvious that learning about the structure of a second language starts to raise issues about the nature of language and its structure. The Kingman Report points out that this kind of awareness is quite natural: ordinary people refer to the way people speak, are able to categorize good or bad speech, can talk about effective and ineffective writing and speaking. Children too are fascinated by puns and word games and secret languages. A teacher can build on this natural interest; and the learning of a second language provides the students with an enormous range of strange new occurrences, the useful discussion of which requires an agreed terminology and theoretical structure. This knowledge of the grammar of the second language can be presented incidentally, as it were, arising out of the needs of class discussion of actual use. Once learned, it is available for much more than the immediate needs of the learning situation.

Implicit and Explicit

The verb *to know* is ambiguous: it refers to implicit knowledge (I know how to ride a bicycle) and to explicit knowledge (I know how a tape-recorder works). In the case of implicit knowledge, we assume, from someone's ability to perform some task, that he or she has internalized the "rules" for performing the task. But we do not necessarily expect them to be able to explain or state these "rules". In the case of explicit knowledge, we hear someone telling us about the structure or working of something; but we do not necessarily expect them to be able to perform. Learning the grammar rules of a second language is acquiring explicit knowledge, but not necessarily the skills of performance.

There is a dispute as to the relation between the two. Krashen has made an attractive sounding claim that they are quite distinct: that one cannot gain control of a second language by learning its rules. But this flies in the face of all the evidence that it *is* possible to learn explicit rules, then practice their application, and make them automatic. And there is good evidence that mature learners benefit from the generalizations that explicit rules provide, as a kind of shortcut to the development of the automatic implicit knowledge involved in fluency.

Cognitive Awareness of Mother-Tongue Competence

A good teacher of the mother-tongue can develop a student's explicit understanding of the nature of the structure of language. But a less-aware teacher can easily brush aside this task, and fill the language class with irrelevant normativistic rules and putative semantic explanations. A teacher of the second language does not have this luxury; she or he is forced to answer questions about the forms and structure of language. In doing this, the learner's attention is automatically drawn to something that has been taken for granted: just as *le bourgeois gentilhomme* was shocked to learn that he had been talking prose all his life, the Hebrew learner of English is surprised to learn that gender in nouns is not grammatical, and that agreement of adjectives is not a divine ordinance. The essence of the understanding of the mother-tongue and the implicit knowledge involved in being a native speaker becomes clear only when faced with the task of acquiring a new language, and is made explicit in the comparisons.

Mother-Tongue and English Comparisons

The English Curriculum certainly does not propose that the English class be turned into a class in Contrastive Linguistics: it judiciously refers to "incidental teaching" of the analogies and systematic contrasts between English and the mother tongue.

But to point out these comparisons in other than the most vague terms, some degree of system must be appealed to; some common terminology used to make explicit the implicit differences and similarities.

It will be useful, then, to teaching (and valuable for its drawing attention to the nature of language) to show differences in grammar, in lexicon, and in semantics.

Intellectual awareness — logical analysis

Becoming bilingual (and every language learner becomes at least a little bilingual) is in part learning that while language is constraining, there is meaning beyond it. When we learn that an object is at the same time a "table" and a "shulkhan", we learn that the name and the object are independent, that names are not in fact things. And when we learn that a "table" is also a "luakh", we learn that each language organizes its own perceptions of reality; that metaphors are often language specific; that language follows some logic, but no language is necessarily more logical than another.

Even without explicit teaching, this will slowly (at times painfully and frustratingly) become conscious to the second language speaker (and learner). Indeed, the evidence that has been turned up (by Ben Zeev, Lambert, Bialystok) of cognitive advantages of bilingualism has to do, it seems, with the greater degree of abstraction that follows understanding the independence of logic, perception and thought from the bounds of any one language.

Translation

Translation in language learning is much abused and misunderstood. It is rightly suspected when it is treated as the shortcut to understanding the meaning of the second language: a gloss is no more than a first attempt at showing the semantic force of a word or sentence. It is dangerous in its tendency to force the learner to see the new language only as a coded form of the first. And the use of formal translation as a method of testing second language proficiency is rightly distrusted because it in fact is a test of a very special set of skills, going beyond the normal communicative goals of modern second language courses.

But translation does have many values: clearly, it is a quick and easy (if dangerous) way of giving a first approximation of the meaning of a new word or expression, to be followed by sufficient examples of different uses to show that the translation is in fact only a first guide. Similarly, it might be used as a rough indication of knowledge of meaning.

At a more advanced stage, the comparison of good translations (what Jean-Paul Vinay called "comparative stylistics") is an excellent technique for discovering and demonstrating the fundamental structural differences between languages: the fondness in one for nouns and in the other for verbs or prepositions, the different weight that particles can take, the relative effect of actives and passives...

Clearly, too, translation can be usefully taught (and then tested), and the teaching organized in a way that is meaningful in a communicative syllabus, starting with the simplest task that might be performed for tourists to the more complex problems of translating letters.

The syllabus does not restore translation to its old unwarranted pedestal, but recognizes that it has its place, carefully thought out, in the teaching of English as a second or foreign language.

Awareness of English Language Variation

One of the most important topics in first language teaching should be (but, alas, seldom is) learning about the extent and effect of language variation. Unfortunately, language teachers themselves are so often insecure in their own variation, and therefore take on an exaggerated normativism, asserting the non-existence of stigmatized forms, and teaching as though languages were in fact spoken by homogeneous monolinguals. A language awareness approach, like that advocated for the new British curriculum, wisely draws attention to the kinds of variation that exist in English — the many social and regional varieties, the differences in levels of style and register in each.

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In second language learning, we seldom have the luxury of teaching active control of this variation; the most proficient second language speakers are usually recognized as such by the limitation in their control of styles. But it is appropriate and valuable to present second language learners with different varieties: to make clear, for instance, that there are differences between the English spoken in different parts of Britain, and different parts of the US, and in different parts of the world. The differences are in fact much smaller than the similarities, but each exists in its own right; and has its own levels of normativism, its own standard as well as its own nonstandard forms. It is important too that we draw attention to the differences in stylistic levels: the range from formal to intimate that makes one form appropriate in some circumstances and stands out like a sore thumb in others. True, the variety the syllabus aims at is a semi-formal "mid-Atlantic" one, but it makes sense not just that students be exposed to others, but that they learn at the same time that this degree of sociolinguistic variation is something they already know about, implicitly, and use in their own judgments of other people.

Conclusions

I must not be allowed to oversell. Clearly, the first task of the English teacher is to teach English, not to teach about language. Language awareness is easy to teach, but it must not be allowed to take over from the communicative goal. Our concern must be with correcting the balance, setting the appropriate weight to be given to the rationales. But in its proper proportion, the cognitive approach I have outlined here can both make an important contribution to communicative teaching, and at the same time provide a valuable component of second language teaching and learning in its own right.

3. "COMPETENCE" AND "PERFORMANCE" IN THE ISRAELI SYLLABUS: A CLARIFICATION OF CONCEPTS AND TERMS

by *Raphael Gefen*

Teachers not well versed in current terminology (I hesitate to use the word "jargon" because of its vulgar connotations) in linguistics and language teaching will justifiably be uncomfortable with the specific use of the terms "competence" and "performance" and would have preferred the more familiar words "knowledge" and "use", or "usage" and "use". After all, "competence" in its everyday meaning is associated with "ability": "he is a competent teacher" is perhaps a rather lukewarm compliment; "she showed more competence as a teacher than as a Principal" also indicates practical ability rather than a knowledge of theory. In other words, this "traditional" use of "competence" is nearer the novel meaning of "Performance". General dictionaries also define "Competence" as "ability" or "capability", i.e., DOING rather than KNOWING.

And when "Competence" is used in other contexts, we also see an ambiguous use of the term: in our profession, we now have "Competency-Based-Teacher-Education", which is generally taken to mean "teacher-performance" or "skill-mastery" — unless "competency" means something different from "competence"; "Competency-Based English as a Second Language" is defined by the Center for Applied Linguistics in the U.S.A. (1983) as "a task-oriented goal written in terms of behavioral objectives" — which is certainly proficiency-performance.

Communicative Competence and Its Components

The use of these terms in the Israeli Syllabus differs both from the "orthodox" Chomsky distinction and from the later revised concept of "Communicative Competence" (Dell Hymes); the Israeli Syllabus not only puts forward its own specific interpretation of "communicative competence" and "communicative performance" (as explained below), but also subdivides *"communicative competence"* into *"linguistic competence" (ACCURACY)*, "pragmatic competence" (FLUENCY) AND *"sociolinguistic competence" (APPROPRIACY).* Unfortunately, both "pragmatic" and "appropriacy" are also loaded terms. The Syllabus also insists upon and tries to give guidelines to translating these competences into practical use: *"communicative* *performance"*, which in other words is the familiar *PROFICIENCY* (יומנה). Again, in EFL literature we sometimes see "proficiency" defined in terms of "competence" (e.g. Higgs "Teaching for Proficiency", 1984) but most authorities (e.g. Richards) distinguish between "competence" and "proficiency" and equate "proficiency" with "performance", as does the Israeli Syllabus.

Of all of these three competences, ACCURACY is the most important when taking into account all the domains and skills involved in language teaching and learning in a school situation, although it is significant that the Battery oral Bagrut from its very inception four years ago separately evaluated ACCURACY and FLUENCY and spelt out the differences between them, thus distinguishing these subcompetences before the theory (i.e. the Syllabus) had been formulated in depth. It is also true, as has been pointed out by Elana Shohamy and others, that the Syllabus as a whole does not explicate what it means by "fluency" to anything like the same extent as it does for "accuracy", but whether this is a fault or not is a matter for discussion.

"Competence" and "Performance" as Propounded by Chomsky, 1965

Noam Chomsky's now classic definition stated:

> *"Linguistic theory is primarily concerned with an ideal speaker-listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically-irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.... We thus make a fundamental distinction between COMPETENCE (the speaker-hearer's knowledge of his language) and PERFORMANCE (the actual use of language in concrete situations). Only under the idealization set forth in the preceding paragraph is performance a direct reflection of competence... A record of natural speech will show numerous false starts, deviations from rules, changes of plan in mid course, and so on... Let us use the term "acceptable" to refer to utterances that are perfectly natural and immediately comprehensible... The notion "acceptable" is not to be confused with "grammatical". Acceptability is a concept that belongs to the study of performance, whereas grammaticalness belongs to the study of competence."*

Teachers now tend to neglect this strikingly important issue of the 1960s (and likewise the earlier contribution of de Saussure, with his distinction between "langue" and "parole", together with its similarities with and differences from "competence" and "performance"): indeed, Chomsky himself and others see his main contribution to linguistics as a return to mainstream linguistic thought (i.e. mentalistic), breaking away from the performance-based structuralism of Bloomfield and his successors.

However, the foreign language teacher has long had to recognize that, despite the many insights of mentalistic, generative grammar, this particular approach is not useful enough for our school subject. Chomsky's approach above applies to the mother tongue, presumably after the speaker-listener has finished the process of acquisition (i.e. he is an adult); also, the term "ideal" (even "idealized") is of course central to the definition — this Platonic unattainability disturbs the teacher's more modest pedagogical "grammaticalness", which is by nature partial and imperfect; again, the approach stresses the individual (the perfect idiolect) in a dialectless and registerless "speech community", whereas *we* are concerned with imparting a means of communication, hence a *social* variety (as Dell Hymes so succintly puts it: "the controlling image is of an abstract, isolated individual, almost an unmotivated cognitive mechanism, not, except incidentally, a person in a social world"); finally, the equalization of 'speaker' and 'listener' (or 'hearer'), in other words Production and Comprehension, surely runs counter not only to the experiences of foreign language teachers and learners, but to native language users also: comprehension (listening) is always at a higher level than production (speaking) except, it seems, as part of this idealized schema of Chomsky's.

Since 1965, the school of interlanguage studies developed for a time, with its interesting concept of "Transitional Competence" (Corder), i.e. a developing and ever-changing competence, partial and "imperfect" yet systematic (complete in itself) at every stage.

It will be clear, therefore, that "Linguistic Competence" in the Israeli Syllabus, intended for a foreign language taught for social reasons to a given level of knowledge, owes its basic distinction to Chomsky's theory, but in details and in application is very different indeed.

Likewise, the concept "Performance" requires further clarification. In the quotation above, the impression is given that "performance" is negative and non-systematic (i.e. deviations from competence), but does allow for an idealized performance reflecting this idealized competence — so a less-than-ideal performance could in principle reflect a non-idealized and therefore more attainable competence, in which case acceptability and grammaticalness could coincide ("the scales of grammaticalness and acceptability do not coincide", Chomsky, p. 11). Thus an alternative approach would see "Performance" as proficiency in using knowledge, accuracy in use. The terms "rules of use" and "performance models" are met with in the literature, thus *not* seeing "performance" as rule-less deviations, whatever their level of acceptability.

Teachers frequently complain about the learner who possesses competence but not performance (knows the rules but does not use them) and crossing the bridge between competence and performance is a major problem in foreign language teaching, but there also exists the opposite phenomenon — performance without competence. Many learners pick up segments of language through mimicry or rote-learning but are not able to generalize their repertoire, for example by using the words or structures in different situations; others learn grammar as if it were vocabulary, by pairing a word with its mother-tongue equivalent and ignoring or not knowing the grammar rule involved (e.g. 'I-didn't-open' as one item, or not going beyond the first-year-child-learner's oral acquisition of 'I'm-a-pupil' as one "word", thus avoiding the troublesome problems of BE and the indefinite article). A vocabulary-based syllabus relying solely on translation is performance without competence — which can sometimes be justified, however.

Dell Hymes' "Communicative Competence", 1971

Dell Hymes' paper referred to above marked a very important step forward in socializing Competence and Performance; it also developed the view of rules of performance (performance is also systematic) and rejected the limiting choice between grammatical competence and actual performance by positing a third component — 'APPROPRIATENESS' (cultural context):

> *"We have then to account for the fact that a normal child acquires knowledge of sentences not only as grammatical but also as appropriate... when to speak, when not, and as to what to talk about and with whom, when, where, in what manner".*

This concept of "appropriate use" as "communicative competence" was accepted by Chomsky and called by him "pragmatic competence" (i.e. rules of use). Thus, Dell Hymes' "communicative" is Chomsky's "pragmatic", which is in turn Canale and Swaine's "sociolinguistic"; the Israeli Syllabus has adopted their classification ("Sociolinguistic Competence — APPROPRIACY"). Canale and Swaine's various papers on Communicative Competence, written in a Canadian pedagogical context, have contributed to the thinking underlying the Israeli Syllabus, but what they refer to as "strategic competence" is regarded as "pragmatic competence — FLUENCY" in the Israeli Syllabus. The term "pragmatic", in this sense of "fluency", using various strategies in language learning, is also used by Brumfit and others.

What is "Pragmatic" and What is "Pragmatics"?

As the above paragraph indicates, the term "pragmatic" is variously interpreted by different authors and schools of thought. The dictionary definition of "pragmatic" (adjective) usually states the following: *"immediate practicalities or expediency"..."* "Practical" and "expedient" are the keywords in the strategies of communication covered by the concept "fluency" in the Israeli Syllabus, and thus justify this 'commonsense' use of the term 'pragmatic'. Confusion arises because of its use by Chomsky in adopting Dell Hymes' "appropriate use"; and in the past decade a whole new study of "pragmatics" has arisen, defined by David Crystal as follows:

> *"Pragmatics studies the factors that govern our choice of language in social interaction and the effects of our choice on others... not a coherent field of study... overlaps with semantics, stylistics and sociolinguistics, psycholinguistics and discourse analysis."*

Thus the Israeli Syllabus's use of the term refers to the adjective rather than the noun.

"Communicative Competence" In the Israeli Syllabus: A Brief Summary

It is clear, therefore, that the term "communicative competence" in the Israeli Syllabus does not have the same meaning as in Dell Hymes' paper, which in turn *does* overlap with the "Sociolinguistic Competence — APPROPRIACY" of the Syllabus. The "Israeli" term does not mean Chomsky's (grammatical) "Competence" nor his "Pragmatic Competence". Even the "Linguistic Competence — ACCURACY" of the Syllabus is much broader than his grammatical competence, even though Chomsky's "grammar" goes of course far beyond the syntax and morphology of the usual grammar book. The "Linguistic Competence — ACCURACY" of the Syllabus includes not only the linguistic *domains* of grammar, vocabulary and phonology, but also the linguistic *skills* of speaking, listening, reading, writing, etc. Perhaps this very broad net of skills as well as domains under the one heading of "linguistic competence" is arguable, although found in the literature (Canale and others): some would distinguish between "cognitive competence" (Chomsky's 'grammar') and "behavioral competence" (skills).

Finally, the new Israeli Syllabus does not use the term in the same way as it was used in earlier Israeli syllabuses. These earlier syllabuses saw "communicative competence" as a simplified "linguistic competence" or as "limited performance". The other competences were not considered, nor was there any distinction made between "competence" and "performance", possibly because of the syllabuses' audio-lingual bias, although "modified" by their insistence on meaningful explanation and on a thorough understanding of the rules.

What We Mean by 'Communicative'

Finally, some explanation is in place regarding the meaning of "communicative" in the Israeli Syllabus, which I quote:

> *"...taught in a context of communication, whether GENUINE (personal views or information, reading and listening for content as well as for language) or CONTRIVED (the "quasi-communication" of role-playing etc., when genuine communication would be in the mother tongue). Communicative Methodology involves the authentic use of the foreign*

> *language... meaningful communicative activities and tasks, not only linguistic repetition, explanation and practice... HAVING THE PUPILS USE THE FOREIGN LANGUAGE IN SITUATIONS APPROXIMATING AS CLOSELY AS POSSIBLE TO THOSE IN WHICH THE MOTHER TONGUE WOULD BE USED"*

These communicative skills therefore are instrumental skills of interaction in authentic situations. It is necessary to point this out because professional literature in other countries frequently refers to a "communicative syllabus", wherein 'communicative' means an anti-grammar approach (i.e. a broad tolerance of error — "mistakes do not matter as long as you get the message across") or as a "notional-functional" syllabus, which again downgrades grammar and systematic vocabulary in favour of nebulous "functions" (speech acts), or, most frequently, a mainly *oral* orientation for teaching, whereas the stress the Israeli Syllabus places on oral work must not belie the fact that Reading Comprehension is the main skill to be acquired in Israeli schools taking into account the whole range of studies from Grade 4 to Grade 12.

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4. COMMUNICATIVE METHODOLOGY: SOME COMMENTS AND SUGGESTIONS

by *Jim Wingate*, Pilgrims English Language Courses
(British Council guest lecturer)

Some of these comments will be wrong. Please forgive my ignorance. So many of the comments you already think yourselves: please excuse the obvious. A few comments may be useful observations by an outsider. Please allow my presumption in sharing these with you.

Introduction

If we believe in communicative methodology, then surely we will use it *in our meetings* as well as in our teacher training and in our teaching. I suggest *every* meeting between any of us should contain the following:

1. Brief exchange of how each is feeling. We are whole human beings with emotions and intuition as well as cerebrum.
2. To *say* what we feel about Israeli education. 'I'm passionate'. 'I'm frustrated', 'I'm fed up', 'I'm hopeful'.
3. When we plan innovations and changes let's relax and visualise (envision) its success and the resulting changes. This often releases great energy and optimism. Let's state the future as if it is now.
4. Let's share communicative techniques, *using* them to make our meetings more efficient and effective, e.g. one minute compulsory talking to make the next nine minutes good listening.
5. Let's share techniques/materials which can have multiple use and which exemplify or symbolise what we're trying to do, e.g. Thxs wx cax mixs oxt exerx thxrd xetxer xnd xou xtilx maxagx prxttx wexl. Thng r a ltte toghr f e ls leve ut he pac. Anevnwrsfecnnotheors.

   The group *as a whole* succeeded and had a sense of achievement. The group unconsciously worked out the rules, yet the rules are stated in the puzzle — a teacher/trainer doesn't have to prepare students/teachers, or explain. The group were intrigued and challenged by Thxs *because* it wasn't too easy. It contained some challenge. Anvnwrs contained too much challenge to be presentable as the first puzzle, but because the degree of challenge increased, so did the motivation of the group, etc., etc. — lots of points being demonstrated including our programmedness to see words in minimal information.

6. Practical solutions (to problems) which have been proved to work, e.g. in particular schools, can be shared, e.g. bad acoustics in classrooms, e.g. cupped hands to carry voices from a student's own mouth to his/her own ear, thus transforming any classroom instantly into a language lab.

A. Training Beginner Teachers — How to make the Training STICK So They Don't Revert

1. What do we want to happen in the classroom? a) Decide; b) Envision — see it happening in our imagination; c) Think positively; d) Then *do* that thing with *teacher trainers*; e) Then *do* that thing with teachers; f) *Then* teachers will do that thing in the classroom.

   Essential, thought-out consistency and leadership by exemplification.

2. Teachers, to develop a new methodology, need not only to a) hear about it (e.g., lecture) but also b) to see and *experience it* then c) to get up and do it (e.g. peer teaching).
3. Self-image — a big factor in resisting efficient, effective and successful methods is the teachers being 'unable to see themselves doing it'. "I couldn't do that!" usually means "that doesn't fit into my self-image."

   Therefore Teacher Training courses need to a) enhance and develop self-image so teachers *feel positive about themselves being seen doing* new methodology; b) explore and expunge limiting previous experience of being taught (e.g. Ephraim Weintraub's ETAI workshops); c) Use low technology (mirrors) or high technology (video cameras) to let teachers (i) see other teachers 'doing it'; then (ii) see themselves doing it; d) give a clear consistent positive message *about being a teacher*. Even without good pay etc, the teaching profession can make for itself a more positive, higher status if it works at it consistently (e.g. ETAI).
4. Buy one copy of "Horizon: A Child's Guide to Language" from BBC Enterprise Videos — £120 sterling. Copy it, cutting some parts so it runs 30 minutes with a simple task sheet for groups of teachers to watch together and discuss (see Judy Dobkins and Jean Vermel who have seen it).
5. Buy 8 copies of Tessa Woodward's book "Loop Input" and circulate it among teacher trainers (see Judy Segal and others who have seen it).
6. Encourage/commission Interaction or some other independent body to collect good 'recipes' from Israeli teachers and print them (e.g. booklets) for other Israeli teachers. Put some of these 'recipes' onto video (amateur style production) to circulate. The video recipes should be filmed with the

worst classroom conditions, e.g. 40+ pupils, small room, sitting in rows, *then* such a video is *credible* to *all* teachers. Such videos can make clear that 'control' is not simply a battle of wills where the teachers win, but can also have the students so involved that they are "controllable" through good methodology.

7. A grammar methods book should be produced (e.g. Penny Ur's new book) which translates the Curriculum into exactly what to do in the classroom (not compulsory or prescriptive, but simply practical) — How exactly specific grammar points can be taught. This is a 'bag of tricks'. This is 'seeding'.
8. In-Teacher Training Courses train teachers by having them experience at least 10 tricks from the bag of tricks and then get them to do the 10 tricks (e.g. peer teaching), then to develop alternative ways of using the tricks, and alternative tricks, i.e. Teacher Training Courses are training teachers to *be adaptable* and *adaptive* with the confidence to initiate adaptations. Teachers will then function as if they are 'creative' and 'communicative' without having to be 'creative' and 'communicative'. Teachers should *not* be expected or pressured to be 'creative', e.g. by having too 'creative' a model in their teacher trainer. If so, teachers can say, 'I can never be like you!' and will never be themselves either.
9. I recommend that all Teacher Training Courses include some experience of learning an exotic new language (e.g. 1 hour minimum), which is taught communicatively, i.e. the message is 'language is *easy* to learn'.
10. Produce an overhead transparency with a typical classroom with 20 desks, 40 pupils and no space. Overlay that with other transparencies to show *without any student moving nor any furniture moving* group and pair work can be achieved, e.g. action chains, snakes, 4s, 3s, concentric circles, new 4s, new 3s, circles, 6s.
11. Produce another set of overhead transparencies with a typical classroom. Overlay that with other transparencies to show how with *minimal movement of students and no movement of furniture* various groups and pair work can be achieved, e.g. those activities mentioned in 10 above plus hassle lines, standing pairs, standing 3s.
12. Get trainee teachers to *do* the furniture moving in a typical classroom set up during the Teacher Training Courses and time the changes and 'measure' the noise level to set targets, e.g. 'drama in 4's; standing in 6 seconds of moderate noise moving 8 desks one metre each' (this replaces 'drama is impossible').
13. OK, so beginner teachers don't have a choice of books when they are in their first job. OK, some of the books they have to use, even the newest books, don't consistently encourage effective, efficient, successful communicative methods, *but* in the Teacher Training Courses Teachers should learn to be adaptive (see 8 above) using such books, i.e. the message is not 'use these enjoyable communicative methods when you have some spare time, having already struggled through page forty-five of the course book' but instead, 'look at page

forty-five of the course book. How can I teach what is on page forty-five more effectively, efficiently and quicker? i.e., what from the bag of tricks will *replace* page forty-five and do it quicker and better?'

14. See 8 and 13. A 'test' I used for teachers at the end of a four week course is to hand out an apple each (or a potato or a leaf) and say 'you have 6 minutes to plan a lesson using that'. They each plan marvellous student-centred lessons. We celebrate the variety which is worth a booklet '40 apple lessons'. The message is 'Gosh! I realise I can plan a lesson on anything. I can do it quickly! And my lesson is in my style. I'll *certainly* be able to adapt a coursebook.'
15. To further de-intimidate teachers, let *their* best ideas from a course be typed and displayed or copied so they see themselves 'in print'; thus they feel *their ideas are as good as those in book*. This helps them build confidence in their own style.
16. The essential message is 'be yourself' in the classroom, not using various alien teacher masks or patterns. Teaching is getting students to *experience* sample language. Learning is students using those examples to say something true about themselves in a situation where what they say makes their lives more interesting.
17. Speaking English is something *total beginners can already do* — international words, English loan words in Hebrew, Hebrew loan words in English, English songs. On Teacher Training Courses train teachers to exploit this wonderful morale boosting resource.

B. In-Service Teacher Training

1. Each opportunity to have two or more teachers exchanging ideas is in-service teacher training. For it to be practical and positive, there need to be (a) some ground rules, e.g. *'don't talk about it, demonstrate it'*, share what went well and demonstrate it — share what went badly and adapt something that went well as a new alternative to try — don't blame the kids, the classroom, the desks, etc., but brainstorm alternatives and adaptations to try something new; (b) there need to be some criteria, e.g. ' a good lesson is one where the teacher talks very little and all the students talk a lot', 'a good lesson includes pair work'.
2. Most classrooms are ridiculously bad acoustically. Teachers cannot be heard clearly. Any student talking makes noise level unbearable. Simple glueing onto the walls and/or celing of *any* material, e.g. egg boxes, cardboard, reject cloth, will greatly reduce echo and make group work acceptable. This should be done at no cost by the teachers themselves locally.
3. The cupped hands listening helps so each student listens to himself (see "Introduction", 6).
4. Teachers want a component improving their own English. This is excellent for their morale. It may be unnecessary for methodology but see A.3.d — it supports their sense of status and importance and service. If possible build an

ongoing service to improve teachers' English — native and non-native speakers alike.

5. Techniques should be collected in a booklet on how to signal, signpost to pupils what they have learned through games, groupwork, etc., e.g. 10 techniques, i.e. to 'sell' to the students (and via them to their parents) how planned and purposeful and effective communicative teaching is.

REFERENCES, PAGES 27-30 SYLLABUS

Coping with Less Able Pupils/Mixed Level Teaching

Syllabus
Reference

4.2.4. C 1. Less able students *are not less able to communicate*. They can communicate without language/words.

Teachers can emphasise success at *communicating* with *or* despite the language. 'Survival' language works!

See Rachel Ash's work in her school in Galilee.

2. Teach less-able students *more not less* by teaching *subject matter in English*, e.g. Geography, History, Science. This is very economical on time and effort.

3. To make new language *concrete*, i.e. to be experienced through the students' 5 senses, to be 'handled', manipulated, mastered in a concrete way. Teachers can be trained in 15 simple techniques. I recommend a booklet should be written (a) with short paragraphs, each of which is a 'trick'/technique for making new language concrete; (b) with 40 techniques for teaching mixed levels in the same room at the same time, with sections, e.g. on 'parallel projects'; bi-lingual techniques; mixed levels in the *same* group; mixed levels separated into level groups; C.L.L. techniques (Community Language Learning); Total Physical Response; Active Learning; and techniques for a positive self-image, e.g. "I can communicate".

4.2.3 4. Cognates, international words, Hebrew loan words in English, English loan words in Hebrew are a *tremendous* resource (see A.17 above), *especially* for less able pupils. They *can* communicate *with what* they know already.

5. Contact St. Martins College, Bowerham Road, Lancaster to send you sample copies of their 'Graded Test', e.g. in French and German and copy their methods, adapt to English in Israel and use these texts.

These have increased learning by 40% generally, and *more* among less able students.

4.4.2 **6. Para 4.4.2. I feel is defeatist on bilingualism. There are 10 techniques at least of *by-passing* translation, e.g. recognition, guessing, group pooling, guesses and experience. (See *All's Well Courses* — global listening and active listening approaches).**

4.2.3 **7. The following of Tessa Woodward's techniques: "Grammarless Communications", "Echoing" and "Classroom Negotiation Language" need to be known and tried on Teacher Training Courses, including In-Service. These are very helpful to less able pupils.**

8. The booklet in C.3 above could also be exemplified on video.

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5. TEXTBOOK EVALUATION AND THE NEW SYLLABUS

by *Elana Neumark*, together with *Ella Mazor*
Lillie Bellali, Sharon Kalujni, Miriam Melamed

It is my intention in this article to look at some of the textbooks in current use in grades 7 to 12 and to evaluate them in the light of the new syllabus (published 1988). I wish to state at the outset what this account does and does not do. It does *not* deal with the content of the stories or the passages from the point of view of interest to the pupils, or for that matter, to the teacher. "Interest" is a completely subjective matter that cannot be analysed objectively. In addition, not even the educational value of the texts was considered since all the books reviewed have already been approved by the Ministry of Education.

It does not deal with *all* the books on the market, but with a sample of some of the older books still being used and with a number of the newer books now available.

This evaluation was made by the team of Teacher Trainers from the Haifa District working together with me. The aim is to help teachers decide which textbooks to choose for their classes. We wanted to show the strengths and weaknesses of any given book since there are no "perfect" textbooks, just as there are no "perfect" classes or "perfect" teachers. What we would have liked to do was to *teach* teachers how to analyse textbooks for themselves rather than to give them our evaluation, but that is a long term project to which we can perhaps return at a later date. In the meantime I would like to share with you the methods used in preparing this report, which will hopefully help you to evaluate any other textbook. Obviously I do not expect everyone to agree with our analysis which must ultimately be subjective, even though we made every effort to keep it as objective as possible. As you know, no two critics ever agreed about even a film or play and in spite of everything we do not always know *why* a specific book "works" in the classroom.

(Note to the reader: all page numbers in the text refer to pages in the new syllabus)

The Methodology of Textbook Analysis

Our first goal was to decide on the set of criteria by which we could analyse the books. For this we studied the new syllabus very carefully and in great detail, holding many heated discussions until we came up with a list of criteria for which there was mutual agreement. I would now like to explain some of these items (see tables 1, 2 and 3).

1. Linguistic Competence

The teaching of vocabulary:

The syllabus states that vocabulary may be taught inductively or deductively (p. 15), provided that it is actually *taught*, i.e. "introduced and recognised, practised and then used creatively" (p. 14). We looked for these stages in assessing the books, taking into account the differences between *active* and *recognition* vocabulary acquisition.

The teaching of grammar

We wanted to show the balance (or lack of it) between *reading* activities and those meant specifically for *grammar*, hence the categories of both "amount" of grammar practice in general, and "graded" practice in particular. In this way, teachers should easily be able to see if a book emphasises grammar, ignores it, or manages to strike a happy medium. As with Vocabulary, "Introduction" refers to either deductive or inductive teaching (pp. 13 & 15)

Note: The comment "very little" for "graded practice" with the two books meant for good grades 11 and 12 is meant to be neutral. Most top level classes will not need more, whereas weaker classes will. In contrast to this, "insufficient" means that we feel that for the level for which the book is intended it should, in accordance with the syllabus, have more graded practice.

"Application" refers to the stage beyond controlled drills — suggestions for the creative use of the new material while remaining within the linguistic competence of the learner (p. 14).

"Integration" is, I think, self-explanatory. Grammar is not taught as a separate subject (p. 12), therefore it should not appear in a textbook as a separate section divorced from the teaching situation of the rest of the chapter or unit. All grammar, whether it be new material or revision and re-entry, should ideally be integrated, both conceptually and linguistically.

Discourse

We see the ordering of sentences and paragraphs as a means by which discourse features can be taught — "interconnections and interdependence of the sentences" (p. 23) including both coherence and more especially the use of cohesive devices.

2. Pragmatic Competence

Communicative activities

The only comment needed here is on "preparation". We looked to see if the book gives adequate preparation both lexically and grammatically for the activities suggested for "the creative use of the language" (pp. 25-26).

Dictionary skills

Dictionary skills at the level of Grades 7 to 9 are usually not stressed perhaps because of the lack of clear guide lines (in the syllabus) as to the type of dictionary these pupils should use (English-English or English-Hebrew).

Paraphrasing
This skill was only considered for books meant for the top grades (p. 10).

3. Sociolinguistic Competence

Levels of appropriacy
Here we dealt mainly with the use of different levels of formality (p. 10).

Authenticity
This refers to the authentic use of English, i.e. "in situations approximately those where English mother-tongue speakers would use the language... and the need for grading and selecting vocabulary and grammar." (p. 5)

Variety of text types
We looked for different text types, e.g. stories, dialogues, non-fiction passages, etc.

4. Skills

Interpretative skills
In this section I have only a few comments to make, since most of the criteria are self-explanatory.

Reading Comprehension
We would have liked to include a number of sub-sections dealing with skimming, scanning, prediction, inference, coherence and cohesion, but we felt that that was beyond the scope of this review. We did however look for these points when assessing the way in which reading comprehension is *taught* in the various books (pp. 19 & 20). We feel that this is one of the most important sections of any textbook since "Reading Comprehension is the most important skill to be taught in school." (p. 19), and we wanted to be sure that it was being *taught* and not merely *tested.*

Productive skills
Here I want to refer to the criteria for "writing" which were taken from pp. 21 & 22 and p. 38. The syllabus states quite clearly that "writing activities whether at a sentence or a paragraph level should still be controlled and teacher-guided in Grades 7-9. Free unguided compositions should not be set..." (p. 38). Textbook writers do not seem to have taken this directive seriously.

5. Teachers' Guide

There is the comment "yes" (next to "Grade" in Tables 1 and 2 and at the bottom of Table 3) where a guide exists. We did not evaluate the guides.

In conclusion I would like to say that we learned a great deal about textbooks while doing this review and our admiration for the extremely hard work that writers put in has grown enormously.

משרד החנוך והתרבות, מחוז חיפה
הפקוח על הוראת האנגלית

TEXTBOOK EVALUATION.Feb.1989 הערכת ספרי לימוד להוראת האנגלית, שנה"ל תשמ"ט

TITLE AUTHOR GRADE /Teacher's Guide	Gabby & Debby 7 / Yes	Destination 9	E.S.& II Lang I.E.T. 9	Communicating I 10 / Yes	It stands to Reason/Hanoch/Ezra Good 11 /12 /Yes	Tim. Bar-Hama & Sozali & Shoshani Good 11/12 /Yes
1) LINGUISTIC COMPETENCE						
Vocabulary:						
Follows Lexicon	partially	not really	not really	not really	partially	partially
Vocab.load	reasonable	very heavy	heavy	heavy	very heavy	very heavy
The Teaching Process:						
Introduction	satisfactory	good	Eng-Heb gloss	Eng-Heb glosses	good	in T.G.
Graded practice	satisfactory	too much	none	satisfactory	well done	well done
Application	satisfactory	good	insufficient	satisfactory	good	very good
Integration into 4 skills	good	satisfactory	writing only	satisfactory	satisfactory	satisfactory
Grammar:						
Follows Syllabus	yes	not really	more or less	yes	mostly revision	mostly revision
In context	yes	yes	partially	mostly	always	always
Amt grammar practice	satisfactory	insufficient	too much	insufficient	insufficent	satisfactory
The Teaching Process:						
Introduction	good	good	good	satisfactory	good	good
Graded practice	satisfactory	insufficient	good	insufficient	very little	very little
Application	insufficient	satisfactory	only writing	none	insufficient	satisfactory
Integration into 4 skills	satisfactory	insufficient	insufficient	insufficient	insufficient	satisfactory
Discourse:						
Ordering of sentences	a little	yes	none	good	yes	yes
of paragraphs	none	yes	none	none	yes	yes
2) PRAGMATIC COMPETENCE						
Communicative Activities:			none			
Variety	ideas in T.G.	good	-	satisfactory	satisfactory	good
Preparation, (level)	satisfactory	good	-	good	good	good
Instructions	insufficient	clear	-	clear	clear	clear
Dictionary skills	no	yes	no	satisfactory	satisfactory	very well done
Paraphrasing				insufficient	satisfactory	satisfactory
3) SOCIOLINGUISTIC COMPETENCE						
Levels of Appropriacy	satisfactory	satisfactory	satisfactory	good	good	good
Authenticity	satisfactory	good	no (stilted)	very good	very good	very good
Variety of text types	satisfactory	satisfactory	insufficient	satisfactory	very good	good
4) SKILLS						
Interpretation Skills						
Listening Comp.:						
Yes/no	in work book	present	absent	present	present	present
Varied activities	yes	yes	-	yes	yes	yes
Reading Comp.:						
Teaching of sub - skills	good - if T.G. used	satisfactory	none	good,with T.G.	well done	very well done
Production Skills						
Speaking (Oral work):						
Interaction stimuli	good with T.G	good	insufficient	satisfactory	well done	well done
Writing:						
Fill - in - words	yes	yes	yes	yes	yes	yes
Sentence completions	not enough	yes	yes	yes	yes	yes
Guided paragraphs	a little	yes	yes	good	well prepared	a lot
*Free writing	none!	some!	none!	very little	a lot	a lot

*The syllabus states "no free writing in Grades 4 to 9"

Table 11

משרד החנוך והתרבות, מחוז חיפה
הפקוח על הוראת האנגלית

TEXTBOOK EVALUATION.Feb.1989 הערכת ספרי לימוד להוראת האנגלית, שנה"ל תשמ"ט

TITLE AUTHOR GRADE /Teacher's Guide	Lexiland Baron/Bergman 7 / Yes	TV Tales 8 / Yes	Crack the Law I.E.T. 8 / Yes	On the Spot Bar - Hama & 8/Yes/Shoshani	Mixed Bag Gray & Stein 8 / Yes	Stepping Stones Sotto 9 / Yes
1) LINGUISTIC COMPETENCE						
Vocabulary:						
Follows Lexicon	partially	partially	partially	partially	partially	partially
Vocab.load	heavy	too heavy	satisfactory	satisfactory	satisfactory	rather heavy
The Teaching Process:						
Introduction	none	in T.G. only	occasional	satisfactory	very little	none
Graded practice	none	none	none	satisfactory	none	none
Application	satisfactory	good	none	satisfactory	partial	partial
Integration into 4 skills	satisfactory	good, with T.G.	none	satisfactory	satisfactory	partial
Grammar:						
Follows Syllabus	yes	no	yes	yes	yes	yes
In context	nearly always	always	partially	nearly always	partially	no
Amt. grammar practice	insufficient	see workbook	satisfactory	satisfactory	insufficient	insufficient
The Teaching Process:						
Introduction	inconsistent	satisfactory	inconsistent	good	satisfactory	unsatisfactory
Graded practice	insufficient	see workbook	satisfactory	good	insufficient	insufficient
Application	good	satisfactory	none	good	satisfactory	insufficient
Integration into 4 skills	good	good	none	satisfactory	partial	none
Discourse:						
Ordering of sentences	none	yes	none	yes	none	none
of paragraphs	none	yes	none	a little	none	none
2) PRAGMATIC COMPETENCE						
Communicative Activities:						
Variety	satisfactory	very good	none	satisfactory	satisfactory	insufficient
Preparation, (level)	satisfactory	satisfactory	none	good	insufficient	insufficient
Instructions	clear	clear	none	satisfactory	clear	satisfactory
Dictionary skills	yes	no	none	a little	satisfactory	yes
Paraphrasing						
3) SOCIOLINGUISTIC COMPETENCE						
Levels of Appropriacy	satisfactory	very good	none	satisfactory	satisfactory	insufficient
Authenticity	partial	very good	unsatisfactory	good	good	satisfactory
Variety of text types	insufficient	very good	insufficient	satisfactory	insufficient	satisfactory
4) SKILLS						
Interpretation Skills						
Listening Comp.:						
Yes/no	yes	yes	no	yes	yes	yes
Varied activities	yes	yes	no	yes	yes	yes
Reading Comp.:						
Teaching of sub - skills	very little	very good	none	satisfactory	insufficient	insufficient
Production Skills						
Speaking (Oral work):						
Interaction stimuli	good	very good	none	satisfactory	good	good
Writing:						
Fill - in - words	yes	yes	yes	yes	yes	yes
Sentence completions	yes	yes	yes	yes	yes	yes
Guided paragraphs	yes	yes	yes	a little	difficult	too difficult
*Free writing s	some!	some!	none!	none!	quite a lot!	quite a lot!

*The syllabus states "no free writing in Grades 4 to 9"

Table 2

משרד החנוך והתרבות, מחוז חיפה
הפקות על הוראת האנגלית

TEXTBOOK EVALUATION.Feb.1989 הערכת ספרי לימוד להוראת האנגלית, שנה"ל תשמ"ט

TITLE AUTHOR GRADE	Friends Across the Sea,Parts 1&2 /[illegible]/8	The Lively World of Eng. Kirshenbaum/9	Practical English/Lianny 11 & 12	English Here & Now 1 /Stock, Olin,Schcolnik	English Here & Now 2 /Schcolnik, Olin /3pts 11&12	New Ways to English 2/Camron [illegible] 3pts 10&11
1) LINGUISTIC COMPETENCE			(mainly 4 pts)	(10 "start again"pupils)		(possibly good Gmar,Grade 12)
Vocabulary:						
Follows Lexion	partially	partially	partially	partially	partially	partially
Vocab.load	rather heavy	heavy	satisfactory	high	satisfactory	satisfactory
The Teaching Process:						
Introduction	Eng-Heb-Arabic		good	Eng-Heb gloss	Eng-Heb gloss	Eng-Heb-Arabic
Graded practice	insufficient	satisfactory	good	none	insufficient	insufficient
Application	insufficient	satisfactory	good	none	satisfactory	good
Integration into 4 skills	insufficient	satisfactory	good	none	satisfactory	good
Grammar:						
Follows Syllabus	yes,in 1 & 2.	yes	yes	review of 7,8	for 3 pt Reprnt	no
In context	always	inconsistent	partially	partially	well done	no teaching of grammar
Amt grammar practice	good	too much	satisfactory /for review	good /for review	good	
The Teaching Process:						
Introduction	very good	satisfactory	short review	good	good	-
Graded practice	good	too much	short review	satisfactory	good	-
Application	satisfactory	insufficient	insufficient	insufficient	satisfactory	-
Integration into 4 skills	only writing	insufficient	insufficient	insufficient	good	-
Discourse:						
Ordering of sentences	none	none	none	none	good	good
paragraphs	none	none	none	none	none	good
2) PRAGMATIC COMPETENCE						
Communicative Activities:						
Variety	insufficient	insufficient	satisfactory	none	good	very good
Preparation,(level)	-	-	satisfactory	-	good	good
Instructions	-	-	clear	-	not always clear	clear
Dictionary skills	satisfactory	none	satisfactory	none	satisfactory	good for this
Paraphrasing	a little	satisfactory	good	none	none	none /level
3) SOCIOLINGUISTIC COMPETENCE						
Levels of Appropriacy	insufficient	satisfactory	satisfactory	satisfactory	good	satisfactory
Authenticity	partial	partial	satisfactory	partial	good	mostly
Variety of text types	satisfactory	satisfactory	satisfactory	satisfactory	good	none
4) SKILLS						
Interpretation Skills						
Listening Comp.:						
Yes/no	insufficient	yes	yes	no	no	no
Varied activities	no	insufficient	no	-	-	-
Reading Comp.:						
Teaching of sub - skills	insufficient	insufficient	satisfactory	insufficient	insufficient	insufficient
Production Skills						
Speaking (Oral work):						
Interaction stimuli	insufficient	satisfactory	satisfactory	insufficient	good	good
Writing:						
Fill - in - words	grammar ex	good	satisfactory	grammar ex	good	good
Sentence completions	grammar ex	good	good	grammar ex	good	good
Guided paragraphs	a little	satisfactory	very little	a little	good	ideas in T.G.)
*Free writing	none !	too much !	good	none !	good for 3 pts	none
*The syllabus states "no free writing in Grades 4 to 9"			- - - - - - - with Teacher's Guide	Table B		- - - - - - - - with Teacher's Guide

TWO ARTICLES ON GROUPWORK (from THE OPEN UNIVERSITY)

AN INTEGRATED GROUPWORK APPROACH TO LANGUAGE TEACHING

by *Yael Bejarano*

> A general theory of second language learning must allow for all the complexity of what it means to know and use a language. In doing this, it will need, in particular, to combine the macrolevel of developing various kinds of functional proficiency with the microlevel of learning specific items and structures.
>
> (Spolsky, 1988:381)

It is commonly agreed today that "knowing" a language is a complex combination of language components (grammar, vocabulary, phonology, etc.), language skills (reading, writing, speaking and listening) and pragmatic functions (apologizing, agreeing, asking for information, etc.) together with the appropriate use of language as an instrument for social interaction (general interaction skills, background knowledge of the topic at hand, familiarity with the situation and "relating to the interlocuter" [Kasper, 1979:395]). All of these operating together facilitate appropriate communication — which is what language is all about.

An effective language teaching program should provide for the inclusion of all of the above and move naturally between the two poles of a language learning continuum. The continuum consists of controlled language tasks at one end and free communication tasks at the other (see Figure 1). At the controlled language end of the continuum the focus is on accuracy, progressively moving towards full communication, where the focus is on fluency, at the free end.

This dual nature of language learning tasks "creates tension between instructional forms of discourse (focusing on accuracy) and natural forms of discourse (focusing on fluency of interaction)" (Kramsch, 1985: 171). The foreign language classroom therefore needs to provide both instructional and interactional frameworks which make it easier for the students to fulfill the required tasks along the full range of the continuum and thus attain appropriate and fluent communication skills.

Figure 1.

Accuracy:	Fluency:
Formal teaching and practice of specific items.	Natural use of language and interactional skills.

"A Small Groupwork Methodology" (Bejarano, 1987), which utilizes different cooperative groupwork techniques to serve different teaching and communicative objectives in the classroom allows the flexibility necessary for all four language skills to be used naturally and at the same time for the teaching of specific items along with developing pragmatic-functional proficiency. This occurs together integratively in a natural setting where communication and interaction skills are activated.

Following are the cooperative groups techniques which constitute the Groupwork Methodology proposed above.

The STAD Technique

STAD (Student Teams Achievement Divisions), a peer-tutoring technique, was developed by R.Slavin 1978 (a,b) and adapted for EFL use by Bejarano, 1985. The technique is based on raising students' motivation for learning by focusing on cooperation of members within each team, followed by competition between the teams. The technique follows six stages: (a) organizing small heterogeneous groups, (b) presenting the teaching unit, (c) assigning a cooperative peer group exercise or other activity on a worksheet, (d) giving an individual quiz, (e) computing students' scores, and (f) announcing the group scores on the bulletin board and rewarding the winning group.

The teacher assigns the students to heterogeneous teams of four. Each team is composed of one representative from four performance-based divisions. Thus, students with different achievement levels within a team can tutor each other. Because the teams are balanced, no single team has an advantage in the competition phase.

The teacher presents the teaching unit in any suitable way. Worksheets are then distributed, and the group members proceed to study them together, first in pairs, and then in fours. Each pair gets one worksheet and one answer sheet. The items on the worksheets all deal with one specific teaching point such as vocabulary, grammar or spelling. All the items are objective, i.e. they have only one correct answer. The students study the material together to be sure that *all* team members learn it and are prepared for the individual quiz that follows. It is in the interests of the whole team that each student does well because the individual test scores are summed up and an average group score is calculated.

The Discussion Group Technique

The principles of the Discussion Group (DG) or Group Investigation technique, are derived largely from the philosophical beliefs of John Dewey, further developed by Sharan and Sharan (1975) and Sharan and Lazarowitz (1978) and adapted for EFL needs by Bejarano (1985). The technique follows six stages: (a) choosing a topic of interest and organizing interest groups, (b) examining the learning task and planning the way to carry it out, (c) using a variety of resources from within and outside the school to help carry out the learning task, (d) planning a summing-up group report, (e) reporting the group product to the whole class, and (f) evaluating the overall group product. These are adapted to suit the learning task at hand.

Learning tasks suitable for the DG technique are usually based on topics for discussion or problem-solving issues which require bilateral (pair) or multilateral (small group) communication and negotiation — that is, interaction among participants. Various kinds of learning tasks are suitable for the DG technique:

1. Topics for research or group projects: These are divided into subtopics, each of which is investigated thoroughly by an individual or a pair of students. A variety of resources (e.g., personal interviews, books, articles, radio and television programs, etc.) is used. All members then share and combine their individual products and synthesize them into a group product.
2. Topics for discussion: These are based on information gaps. Each individual holds a different piece of information, and the task cannot be completed until all members of the group have exchanged and shared all of their pieces of information. This stimulates active participation in the discussion. Such activities include problem solving, simulation games and role playing.

It is these structures of the learning task which stimulate students' active participation in mutual communication. The tasks are divided into subtasks, with each participant responsible only for his or her share (Sharan & Lazarowitz, 1978). The tasks create mutual dependence among the group members since they cannot be completed without the contribution of each individual. This results in obligatory and instrumental multilateral communication within the group (Barnes, 1976; Johnson & Johnson, 1975; Joyce & Weil, 1972; Sharan & Lazarowitz, 1978) and is an effective cohesive element both socially and in terms of the need to carry out the group task (Pepitone, 1980; Schmuck & Schmuck, 1979).

3. Topics for free discussion: These are not necessarily based on information gaps; participation is thus optional.

For all three of these types of learning tasks students should be trained in the use of communication strategies and also be made aware of the need to use these strategies for effective communication (Bejarano, Levine, Olshtain & Steiner, forthcoming). This is especially necessary for the third, free-discussion, task type, since the task structure in this case does not require universal participation for successful completion of the task.

Effective study in DG necessitates the social skills and functions requisite for group participation, such as attentive listening, effective implementation of peers' ideas, cooperation and sharing of information, mutual help, talking in turn, serving as group leader, and so on (Sharan & Sharan, 1975: 65). All of these are basic skills for interpersonal and multilateral communication. The EFL teacher's role is to set up tasks that facilitate the acquisition of these skills and at the same time serve a language teaching goal. The following activity is an example of such a task; its purpose is to practice reported speech and to train for attentive listening.

1. The class is divided into groups of four.
2. The teacher sets up a task by explaining that each student should tell his or her group peers about things the student likes or dislikes and about a personality the student respects and why. Each speaker must report what the preceding speaker said before beginning his or her own talk. Inaccurate reports are corrected by the group.
3. The teacher allows the activity to continue for about 10 minutes. Each group then discusses how well its members listened to each other.
4. The entire class discusses the exercise. The following questions may be used as a guide: Was it difficult to report your peer's talk? Was the difficulty due to lack of clarity in the statement itself? to the length of the statement? to the number of ideas expressed in it?
5. The class discusses ways to improve attentive listening and consequently more efficient communication between the students.

The Jigsaw

The Jigsaw technique was developed by E. Aaronson in 1978. It was designed to increase students' sense of responsibility for their own learning by making each one an "expert" on one part of an instructional unit and then having each student teach the other members of his or her team the part on which he has "expertised" himelf. The technique is carried out following the stages below.

1. Small heterogeneous groups ("Mother Groups") are organized. Each member is randomly assigned a letter (A, B, C, D).
2. All A's form "Expert Group A", all B's form "Expert Group B", and go on. Each expert group works on one assigned section of the material, to be studied until each member is ready to teach that section to his peers in the Mother Group.
3. All return to their Mother Groups. Each member teaches his expertise until all sections of the material are mastered by all members of the Mother Group.
4. Each student takes an individual quiz based on all sections of the material.

As a variation, the whole class may hold a discussion on the material.

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The learning tasks can be of various kinds, reading comprehension, listening comprehension or role play, as described below.

1. Reading (or listening) comprehension

   (a) A suitable text divided into sections each of which is comprehensible by itself. Each Expert Group receives one section, for which it is now responsible, accompanied by one or more questions. Each group gains expertise in the section it has received, which the members then teach to their Mother Groups.

   (b) One text accompanied by four different questions each dealing with one major issue in the text. Each Expert Group gains expertise in one of the issues assigned to that group. They return to teach them to their Mother Group.

   (c) 4-5 different texts, all on the same topic. Each Expert Group is given one of the texts and gains expertise in that text. Members return to their Mother Groups and teach their text to the others.

2. Role Play:

   In this case the "text" is a role-play situation, briefly described on individual role cards. Expert groups for each role are formed. Students gain expertise in their role and return to the Mother Group. The situation is enacted by each of the Mother Groups and then may be presented to the whole class.

   This is an adaptation of the Jigsaw technique. For this particular purpose the stage of peer tutoring in the Mother Groups is replaced by the interaction among the "experts".

All of these techniques are utilized instrumentally to cater to the teaching objectives. This is demonstrated in the model teaching unit described by an Open University team following this article. This "Integrated Groupwork Approach to Integrated Language Teaching" allows for the interweaving of varied activities, each providing what is required at the monent, emerging from the immediate needs in the lesson, all working together to form a highly integrated language curriculum both in terms of the content and the methods used. According to this approach, the methods cater to the content in an interesting, motivating, affective and effective mode where all of the students are maximally involved.

The implementation of the approach requires a wide variety of written, audio, and video materials. The teacher, therefore, will come to utilize a wealth of materials derived from the textbook and from other resources. With a clear understanding of the principles underlying this approach and close cooperation of colleagues, resources can be developed, collected and shared.

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AN INTEGRATED LANGUAGE TEACHING UNIT FOLLOWING AN INTEGRATED GROUPWORK APPROACH

by *Barbara Golan, Naomi Bousso, Mimi Kahn, Miriam Rein*
Margaret Walline, Ruth Fluhr, Lily Vered

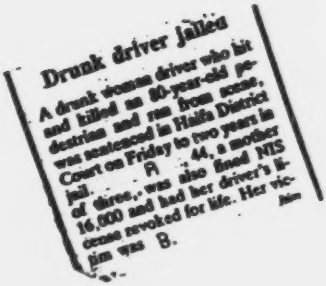
The unit presented in this paper provides a model of an integrated language teaching unit following the methodological approach described in the article above (Bejarano). The unit is to be taught over a number of lessons.

An integrated teaching unit consists of a topic or theme through which one or more grammar structures, or points, and appropriate language functions are taught. Care is taken that a unit be so structured that the initial activities contain controlled and clearly defined input (micro-activities) gradually progressing through more complex macro activities, such as extended role play and simulations.

The topic of this model is "crime". Its major objectives are (a) to compare and contrast the Past Simple and Past Continuous tenses, and (b) to focus on the function of agreeing and disagreeing.

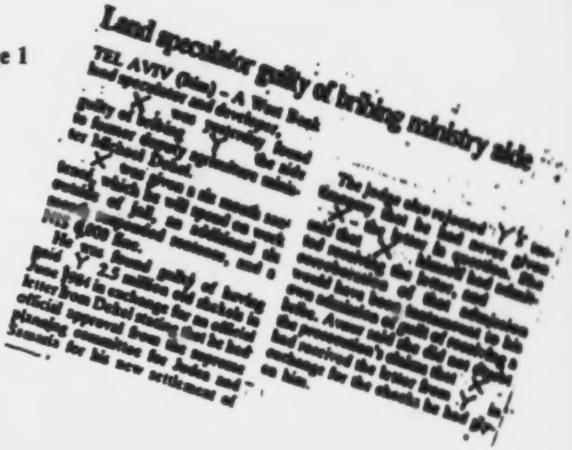
Being designed as an integrated unit, it provides the grounds for an interweaving of activities, utilizing a variety of language skills and presenting or practicing linguistic points emerging naturally from the tasks, which were designed to serve the teaching objectives.

Stage 1



Drunk driver jailed

A drunk woman driver who hit and killed an 80-year-old pedestrian and ran from scene, was sentenced in Haifa District Court on Friday to two years in jail. A, 44, a mother of three, was also fined NIS 16,000 and had her driver's licence revoked for life. Her victim was B.



Land speculator guilty of bribing ministry aide

Step 1 — Aim: initial exposure to topic
Procedure: Students are given a handout containing news cuttings of a variety of reported crimes. In selecting the cuttings, the teacher should ensure that the material include as rich a selection of appropriate language as possible. Catchy headlines are particularly useful.

Step 2 — Aim: introduction of relevant vocabulary and first reinforcement
Technique: Brainstorming (whole class):

Procedure: Students are asked to brainstorm crime vocabulary from the handout. The teacher then writes vocabulary items, which is done frontally with the entire class participating. The words and expressions are discussed and explained.

Step 3 — Aim: first reinforcement of new vocabulary items
Technique: Group discussion/pair work

Procedure: Pairs of students are given the following categories: types of crime, punishments, courtroom terminology and other legal expressions and are asked to list the vocabulary items under the appropriate headings. This activity should take only a few minutes.

Step 4 — Aim: second reinforcement of new vocabulary

Procedure: technique STAD (Student Teams Achievement Divisions)

The teacher organizes the class in heterogeneous groups of four.

a. Peer Tutoring: The teacher selects vocabulary from the news cuttings of the previous activity, and organizes it into a matching activity consisting of target words and their definitions or illustrations.

Examples:

bribery	a judge tells the criminal how long he will have to stay in prison
a fine	paying your driving examiner to let you pass your driving test
to sentence	when you have to pay money as punishment for breaking the law.

Students are organized into teams of four and one worksheet is given to every two students. This matching activity is first done in pairs and then checked in fours where they can make sure they have understood and learnt the material, using an answer sheet which the teacher now provides. It must be emphasized that maximum peer help at this stage will ensure a high score on the individual quiz which is a component of the group score.

A cloze, based on the above vocabulary, is then given to all members of the class, who do it individually. A total team score is calculated. The group that scores highest, wins. The team scores are recorded on a bulletin board in order to motivate learning and peer tutoring. The STAD technique's special scoring system enables every member of the team, regardless of his ability, to contribute to the group score.

Stage II

Step 1 — Aim: reading comprehension and sequencing

Technique: Discussion Group

Procedure: Groups should have an equal number of students and not more than 6 students per group. Each group receives an envelope with a *different* crime story cut up into strips of one or two sentences. Students in each group must reconstruct their story in the correct sequence. They discuss together the various possibilities until they reach a consensus. The stories can be taken from newspapers, books, or made up by the teacher as in the following example (next page).

Step 2 — Aim: reading comprehension

Technique: Jig-Saw Reading

Procedure: After each group has reconstructed its version of the story, students

The accident occurred six
months earlier and received
much attention.

The defence pleaded for a suspended
sentence since she is the sole
support of her two children.

In addition to the jail
sentence, the defendant
was fined 1,000 Sh. and
her licence was revoked.

The judge rejected this plea
after the prosecution pointed
out that this was not her first
offence.

She had been arrested twice
previously for drunken driving.

Janet Marx was drunk when
she hit the victim.

Yesterday Janet Marx was
sentenced to one year
imprisonment for running
over a pedestrian and
killing her.

practice telling it within the group, with as much peer help as possible. There should be minimal teacher intervention. The teacher subsequently regroups the students so that there is a representative from each of the original groups at each table. This is done as follows: assign numbers (1-6) to the students in each of the original groups. All the 1's form a new group, all the 2's a new group, etc. In the new groups thus formed, each student is an "expert" on a different story.

Each student in turn now tells his/her story to the rest of the group, until all students in the new group are familiar with all the different versions. The students are told that at the end of the activity they will take a quiz, and that they must make sure they understand all the stories. The quiz can take the form of true/false questions. Students get an indication of how well they have listened to each other and told their stories.

Stage III

Step 1 — Aims:

a) to use both new and familiar vocabulary in an active and realistic way.

b) to encourage exchange of ideas, listening to others and expressing and defending opinions, leading to group decision making, and free discussions.

Technique: Discussion Groups

Procedure: The Ranking Activity

CRIME

1	2	3	4	5	6	7	8	9	10

PUNISHMENT

Minimum fine										
Suspended sentence										
Lenient sentence										
Severe sentence										
Life sentence										
Capital punishment										
Revoke license										

a. Arson
b. Bribery
c. Car theft
d. Manslaughter
e. Hit & run
f. Shoplifting
g. Assault
h. Indecent assault
i. Murder
j. Treason
k. Kidnapping
l. Robbery

****INSTRUCTIONS** Read and discuss the meaning of each crime.**
Which crime is the least serious?
Which crime is the most serious?
Which crime do you know most about?
Which crime do you know least about?
Arrange the crimes in order of seriousness.
Place the least serious in #1.
Place the most serious in #10.

Discuss the reason for your particular order.
Defend your choice if necessary

Read and discuss the meaning of each punishment.
Which punishment is the least severe?
Which punishment is the most severe?

Cue cards containing useful language and expressions commonly used in discussion should be made available for group use. The following are some examples:

______ is more/less serious than...
______ is as serious as...
______ is not as serious as...

I agree with you up to a point...
I agree/disagree
I'm sorry, but I don't agree at all
I think you are mistaken

This ranking activity can be followed by group discussion of "making the punishment fit the crime." An excellent activity of this kind can be found in the *Can't Stop Talking Book**, in which detailed cases are presented and appropriate punishment must be decided upon in small-group discussion. Decisions can then be reported to the class for general class discussion.

Stage IV

Step 1 — Aim: listening comprehension

To reinforce vocabulary related to the topic (crime) and to introduce and contrast the use of the *past simple and continuous tenses*. If the teacher is unable to locate an appropriate listening passage on tape, any crime story or a witness reporting what he saw, using these tenses, can be recorded.

Procedure: *first listening:* listening for content and vocabulary recognition

After listening to the tape, students, in groups, reconstruct the story. Each group in turn then tells a part of the story to the rest of the class. It is likely that during the retelling, tense errors will occur, whereupon the teacher will repeat what was said, using the correct tense. This is a modification of the more conventional methods of error correction. After the whole story has been reconstructed, the teacher writes some sentences from the story on the board containing the contrasted use of the past simple and continuous tenses. The teacher then elicits the grammar rule from the class.

Step 2 — Aim: gap-filling activity; listening comprehension

Technique: Discussion groups — pair work + whole class discussion

Procedure: The teacher now distributes copies of the tape with all the relevant verbs missing, which students fill in. This is best done in pairs and discussion is encouraged.

Second listening:

Students listen for uses of the above tenses and check their answers. Errors are discussed. An additional exercise on these tenses can then be distributed for homework.

Step 3: Alibi game* — Aim: practicing target grammar point in natural language situations

Technique: discussion groups

Procedure: students work in groups of four — two police investigators and two suspects. (Number of suspects and investigators in the groups varies according to

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* Adapted from an idea in *Crossroads* by M. Hinton & R. Marsden (Thomas Nelson, Walton-on-Thames, 1986), p. 30.

need.) The police investigators have a list of crimes that they have reason to believe were committed the previous day, all by the same criminal:

a bank was robbed in Tel Aviv at 4 p.m.

A car stolen in Beer Sheva somewhere between 9 and 10 p.m. was found near the Egyptian border

A plainsclothes policeman investigating the above two crimes was murdered in Beer Sheva at 9:30 p.m.

The suspects each receive an alibi card similar to the one below:

> **You were in the cinema in Tel Aviv watching "The Rain Man" from 4 to 6 p.m. After that you had a pizza and took the bus (you don't drive) to Beer Sheva to visit your grandma. You spent the night with her and took an early bus back to Tel Aviv the following morning.**

The investigators now question the suspects, naturally using Past Simple and Past Continuous tenses, formulating questions such as: What were you doing when the bank was held up? etc. Each group of investigators decides whose story was the least credible and reports its decision to the class. This constitutes a brief feedback session.

Stage V — Role Play and Simulation

Aim: To draw together all the previously learned separate language tasks in a "real life" situation. A simulation is an extension of the role play in that the participants argue their case and make 'real life' decisions and judgments.

Technique: Jigsaw and discussion groups

Procedure: Students are presented with situation cards describing the crime (one per two students is sufficient).

Crime: Hit-and-Run

> 'B', 19, of Yafe Hof St., Netanya, was *apprehended* on the evening of April 1st at 10 p.m. He was *charged* the following morning *with* having driven under the influence of alcohol, *dangerous driving* and hit-and-run. Witnesses standing outside Pini's Pub, Netanya, and residents of the Netanya "Golden Age" Club were called *to give evidence* to the *prosecuting attorney*.

Roles: Each student is assigned a role with key roles given to the stronger students. The role cards should contain a brief description of the character and his function.

Example roles: lawyers (prosecution and defence), parent(s), character witness(es), e.g. bank manager, teacher, eyewitnesses, experts, the defendant, judge(s), members of the police force.

Preparation for Role Play: Adapting the Jigsaw technique, the roles are first discussed in "expert" groups. Members of the defence and prosecution form separate groups and plan their case. The panel of judges (3 or 5 depending on the size of the class), are meanwhile given cards containing a list of expressions and vocabulary which they will need in conducting the case (e.g. sustained, overruled, order, under oath, witness stand, etc.). When all sides are ready the case can proceed. Classroom furniture is rearranged to enable the "court case" to take place.

During the simulation, the teacher should be merely a spectator. It is a good idea to manoeuvre one stronger student into an 'official position' such as court clerk who is in charge of keeping law and order in both "court" and classroom.

At the end of the simulation the judge(s) should sum up, give a verdict and pass sentence.

Stage VI

Homework should of course be assigned at the end of each lesson and should serve to reinforce material taught during the lesson. Topic-related outside reading should also be given as further enrichment.

To sum up: The level of this teaching unit is relatively advanced. The same kind of activities, however, can be used at all levels, except the beginners' levels where activities and language input are far more controlled. Activities at all levels (even for beginners) are chosen for their potential to enable activation and communication between the students.

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אגודת המורים לאנגלית בישראל

ANNUAL REPORT

by *Ephraim Weintroub*

It is always difficult for E.T.A.I. to get back into stride again after the excitement and furore of an international conference. The year preceding the event is conference-dominated and one usually needs some post-conference time to get back into the swing of things. This year, however, there has been little time left for reorientation and taking stock.

Unlike many of our fellow TEFL organizations, E.T.A.I. is responsible for three seasonal conferences, of which the summer conference is a two-day affair. Thus the national office had to move into top gear at the start of the school year, sending out membership renewal reminders, and conducting the elections for the national executive committee. Much of the credit for the smooth running of the E.T.A.I. must be given to our dynamic office director, Judy Ernstoff, and our national treasurer, Ruben Bar-On.

The elections resulted in a new national executive committee being chosen and in Sheila Been standing down as chairperson. The new committee is very vigorous and as dedicated as its predecessors. Very few volunteer organizations can boast such commitment and devotion amongst its members.

The Winter Conference was convened by Judy Segal, newly-elected national secretary, and showed the impact of the Summer International Conference in drawing an overflow attendance. The Spring Conference, convened jointly by Lily Belleli and Atara Magid, was well-run and well-attended, although the drop in attendance must be attributed in part to the fact that the date was inconvenient both for our many non-Jewish members in the North and for oral examiners in particular who cried off due to fatigue after the onerous round of oral testing.

As this report is being written, the 1989 Summer Conference Committee led by Jeanette Edry and Ora Baumgarten is well into the organizational stages.

Between conferences, however, there is another E.T.A.I. We have on paper some 16 branches, some of which are more active than others. The well-established branches, like Jerusalem, Rehovot and Petach Tikva, have a tradition of three to five meetings a year on a wide range of topics catering to all sectors of the English teaching population. Slowly the small special interest group (SIG) is taking root and this enables a small group of people (5-10) to meet to discuss topics of crucial interest to them. In one branch, a popular SIG is an English conversation group for non-native speakers. The importance of the SIG is that it provides a framework for a small group of people to meet on an ongoing basis on specific topics at intervals convenient to them. The ongoing nature of the group should provide for in-depth work, which is so frequently absent from our more general meetings.

As E.T.A.I. moves into its eleventh year, it has become apparent that there should be some reappraisal of directions and perhaps an extension of activity. Should E.T.A.I. restrict itself to a three-times-a-year performance where our brightest, most confident colleagues show their faces or should we be prepared to undertake various other activities which we have not until now considered our responsibility?

One of the new ideas raised by the new executive committee has been the notion of taking E.T.A.I. into outlying areas where there may be a number of English teachers but no E.T.A.I. membership or, on the other hand, teachers may find it difficult to commute to conferences or branches due to the distances involved. This would be very true of the South. An example of this was a recent visit to Eilat by committee members Shai Aran and Judy Segal.

Amongst other ideas debated by the committee was the idea of special interest seminars and/or retraining seminars. The latter would in effect be seminars run in summer or during vacation where experts would be invited to lead seminars enabling teachers to upgrade both theoretical knowledge and methodology. Although these might be partially subsidized, participants would be required to cover their participation. This point has led us to the first stage of what we call "idea realization".

One of the most obvious areas where much work needs to be done is that of proficiency. Many of E.T.A.I.'s members are non-native speakers and would, no doubt, welcome an opportunity to be in an environment where they can upgrade their own English. This would be a rare chance for teachers to be on the receiving side instead of giving.

We have received BBC scholarships for two E.T.A.I. members for this coming summer to attend a Proficiency Course in London. The scholarship committee will soon meet to discuss the candidates who have asked to be considered for this. *It should be mentioned that E.T.A.I. will be paying for half the scholarship expenses.*

In addition, members will be notified of the possibility of a proficiency course to be run by the British Council in Tel Aviv in late August. This too will be partially subsidized by E.T.A.I. and the British Council, with participants in effect meeting half the costs of the course.

E.T.A.I. is growing and our responsibilities to the profession are as well. It seems clear that as time goes on, the association will have to contend with issues which have not been of highest priority until now. It also seems clear that for an association such as ours to function smoothly and efficiently, there is a greater need for spreading out responsibility and commitment. One cannot expect the same colleague to be in charge of the same branch; there should be a willingness to take on the load of a rotating system. The Jerusalem and Rehovot branches are cases in point where rotation is practised and works.

We welcome all colleagues who are prepared to join us and help. There are some areas, however, where they would be more welcome than others. It has always been a mystery to us in E.T.A.I. that Tel Aviv-Ramat Gan has never succeeded in setting up a branch, although we have a substantial membership from this region. The members attend conferences but don't use their membership to the utmost by setting up a branch. Perhaps a colleague reading this will feel the need to respond and join us. "Branching" is not all that difficult and is in fact very exciting. It really is high time that the reservoir of English teachers in Tel Aviv-Ramat Gan join the growing family of E.T.A.I. branches.

Last but not least, some words should be said about the changes in personnel on the new committee. Sheila Been, our well-loved and inspiring chairperson, has stood down after being at the helm for three years. She has been an example to us all and her absence is felt. Jean Vermel, the dynamic convener of the 1988 International Conference; Natalie Hess, convener of the 1986 Summer Conference and a willing visitor to many branches; and Esther Lucas, who has long been a pillar of TEFL in Israel, have moved off the committee too after being long-time, committed members of the committee. They have been part of the E.T.A.I. executive since the early eighties and a lot of thanks are due to them for their constant help in the past.

A few words should be mentioned about our relations with other organizations. As you may well know, E.T.A.I. is recognized as a branch of IATEFL, one of the two great international umbrella organizations in TEFL/TESOL. This association, which is European-based with branches and affiliates from all over the world, has been instrumental over recent years in enabling E.T.A.I. to integrate into the international organization and has at times sent speakers to our conference (Keith Morrow — 1988).

At the last annual IATEFL conference in April 1989, an attempt was made to promote networking at a regional level and hopefully we will be able to invite some representatives from Spain, Portugal, Greece and Cyprus to be with us at the Summer Conference and thus encourage close links and exchange of ideas, knowledge and experience. The representative from J.A.L.T. (Japan) too has expressed interest in better contacts with E.T.A.I. Of course these contacts, if materializing, hold the promise of giving E.T.A.I. conferences an extra dimension.

The new National Executive Committee is as follows:

Chairperson: Ephraim Weintroub
National Secretary: Judy Segal
Treasurer: Ruben Bar-On
Members: Shai Aran, Dvora Ben-Meir, Judy Dobkins, Evelyn Ezra, Irma Goodman, Salah Mahajnah, Adeerah Meyers, Yousuf Shahien, Ditza Verter
Ex Officio: Raphael Gefen, Ministry of Education
Dr. Michael Murphy, British Council
Sheila Been, Immediate past-Chair

It is at this point most appropriate to thank the British Council for their kind support and advice in many of our projects, and the Ministry of Education for its constant backing. We would also like to take this opportunity to thank the U.S.I.S. for the interest shown by them in our work.

Our best wishes to all our members and colleagues for a successful school year where teaching and learning will be meaningful and exciting.

WORKSHOP REPORTS FROM ETAI CONFERENCES

1. **Using a Newspaper in the Classroom** — the youth magazines of *The Jerusalem Post*: integrating all the four skills: *Shai S. Aran*, Jerusalem Hebrew Gimnasia.

My workshop combined experiential learning with a study of quotations taken from some of the newer theoretical textbooks on EFL. Participants were first invited to read 6 fairly short quotations from texts, and then share their reactions to these quotations in small groups. Following this we worked through techniques to be used in the classroom, all of which are based on the newspaper texts.

— Deploying the headlines
— Identifying biased reporting
— Creating clozes
— Jig-saw reading
— Listening comprehension
— Poster production
— Discrete topic search as homework assignments
— *Jerusalem Post* magazines as intrinsically interesting, topical extensive readers.

2. **Self-Evaluation in the Foreign Language Classroom**: *Kari Smith*, Oranim Teachers' College (presented at the IATEFL Conference, April 1989, and the ETAI Conference, Winter 1988)

Recent trends in education favour the humanistic approach, which puts strong emphasis on the learner as the central core of the learning process. The learner ought to be taken into consideration when the planning of the course takes place; the learner's needs, interests and personal learning strategies are considered important during the course. The formative and summative evaluation of the material is done by the learner and by the teacher. The learner has taken over part of the responsibility for what and how he/she is learning.

This responsibility is, however, not always taken seriously when it comes to the evaluation of the learner him/herself. In most learning-situations the teacher and/or external evaluators have the final word regarding the assessment of the learner and his/her work during the course. The lack of responsibility in the evaluation-process stands in contradiction to the belief that the learner is an equal partner in the learning-process. The purpose of this paper is to argue that the learner is capable of taking on, if not all, at least part, of the the responsibility of the assessment of learning and achievements.

But if the learners are to be able assessors of themselves, they must be taught how to do so, and the process has to be started from the very beginning of the course. There must also be a clear statement of the objectives of the course and of the criteria for evaluation (Dickinson, 1987). This can be achieved by making the learners evaluation partners from the first lesson, and by providing sufficient guidance through a self-evaluation questionnaire. The more specific the questionnaire is to the group and the learning situation, the higher is the correlation with the teacher's assessment (LeBlanc and Painhaud, 1985; Schrauger and Osborg, 1981).

A review of the literature reveals a limited number of reports and studies on self-evaluation research in foreign language learning, but those that are available show a fairly consistent agreement between self-evaluation and external evaluation (Oscarsson, 1984). The main advantage of self-evaluation in this field is found in continuing progress-testing and used as formative evaluation (Dickinson, 1987). It has been used by Bertoldi et al (1988) as part of an intensive language course aiming at developing independent learners. The learners were asked to analyse their own weaknesses and strengths, language input and efforts, and based on this, the priorities for their future work were chosen.

The writer has used self-evaluation as part of the summative evaluation in her English courses for high-school pupils for years. The pupils start to assess their own homework, classwork and tests from the beginning of the course under careful guidance by the teacher. Three times during the year they are given a self-evaluation questionnaire which forces them to analyse their own work and achievements through the trimester, and they are asked to give themselves a final grade at the end. The correlation with the teacher's evaluation (which has been given independently of the students' questionnaire) is surprisingly high. Eventual disagreements are discussed during personal tutorials. There are, however, various problems with self-evaluation which need to be looked into and discussed.

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3. Reading and Writing Activities In and Out of the English Classroom: In Primary and Junior High Schools: *Shula Sarid and Rachel Ash*

Taking into consideration the main difficulties teachers encounter today — heterogeneous classes, few hours per week but a lot of material to get through, a limited budget — we decided to show all kinds of activities we use to encourage our pupils to read and write English in ways that can help overcome these difficulties. We showed activities that, if done in class, do not take too long, but are effective; activities in which pupils at all levels can take part, each at his own level. We concentrated on work and projects that are started in class but mostly done at home — ones that are both fun and a challenge and do not need a large investment of money to prepare and yet show the teachers' and pupils' creative abilities. We showed items that are hung around in the classes and English Centre that encourage or, rather, "tempt" pupils to read without them even noticing that they are learning English. All the activities we showed are based on the approach and contents of the new curriculum.

We brought along with us a lot of samples of things prepared both by us — the team of teachers — and by our pupils in Degania Regional School in the Jordan Valley. We explained how we use our three-room English Centre, which is divided into a workshop, groupwork room and library. We showed methods to use in order to encourage our pupils to help us, read at home and contribute to the English Centre on their own initiative. We explained how to use the library in a "do-it-yourself" system and how we work with the pupils in the "reading" and "writing" proficiency corners in the workshop. Talking to teachers who attended our session at the Conference, we got some wonderful feedback.

4. **Listening Fun for Everyone**: *Rivka Bar-Hama and Gaby Shoshani*

Are you afraid of popular songs? How would you like to let an alarm bell ring in the middle of your English lesson?

These and other important questions concerning enjoyable listening activities were the topic of this workshop. Starting with a quiz of sounds and continuing with a wide variety of homemade and readily available recordings, listening activities were explored for their potential as set-inductions and follow-ups and for the wide range of teaching goals which they serve. Here are some examples.

The identification of the ringing of an alarm system may, for example, serve as a suitable set induction for reading or learning material like "The Wrong House" (Dixson), "Crime and the Law" and "Inspector Neer" (Instructional Television). Identifying the sound of burning paper may be used to introduce an oral discussion on dangerous things that children do before or after reading "The End of a Game" (*On the Spot*). A picture dictation may be used as a follow-up activity related to a story like "Why the Fir Tree is Always Green" (*On the Spot*), such as guided writing, in which the details in the story and in the dictation are compared.

Popular songs are not a waste of time. Obviously one should be careful not to overdo it and not to allow the use of just any song in the classroom. However, songs can provide good and enjoyable reinforcement of grammatical structures: "Blowing in the Wind" (temporal clauses and "How many...") and "Where Have All the Flowers Gone?" (Present Perfect). But they can also be used as cloze texts, listening for certain lexical items or for their message and there are many suitable songs for these goals. Songs enrich the student's vocabulary while at the same time giving him a feeling of enjoyment and fun.

Not all of English is hard work, as good listening activities prove.

5. **Focus — Skills in Reading Comprehension and Easy Writer — Writing Skills on a Word Processor**: *Susan Nissan*, Centre for Educational Technology

This paper describes two programs for junior high students.

Focus is a series of five booklets which aims to provide guided practice in reading comprehension skills. Each booklet in the series deals with a different reading comprehension skill, and provides 10 to 15 activities, which help students develop the skill as they go through the booklet. The activities are based on authentic texts of various types, such as newspaper articles, pictures, directions, instructions, cartoons, advertisements, letters, narratives and expository texts. Within each booklet the activities are graded from easy to most complicated. The level is appropriate for junior high students, but can also be used as an introduction to reading skills in grade 10 classes.

The Teacher's Guides (one accompanies each booklet) specify the objectives of each activity. The Teacher's Guides also provide explanations of the key teaching points, and ideas for follow-up activities and for helping students who have difficulty. Students usually work on an activity individually and then discuss it in pairs or in small groups. The key points should also be discussed with the whole class.

The booklets are:

Look for Yourself — Reading details in texts
Students are presented with a variety of types of "small print", such as newspaper advertisements, filling out forms and emergency information. The activities require students to pay attention to details in printed material.

Tie It Together — Drawing inferences from texts
This is the process of going from the words in the text to a full understanding of the writer's message. The reader uses his background knowledge in order to go beyond the explicit information in the text. By the end of the booklet, the student draws key inferences from fairly long expository texts.

What's The Point — Getting the main ideas of texts
Students are presented with a number of texts to read, and, for each text, questions and activities that relate to main ideas. Among the teaching points for this booklet are: the importance of headings in understanding main ideas, the usefulness of key-sentences and key-paragraphs, and the use of tables and diagrams to represent main ideas.

Time After Time — Understanding sequence in texts
Students are presented with a variety of texts where comprehension of sequence is essential, such as in instructions, directions and biographies. Students are encouraged to utilize sequence markers when they appear in the texts.

Use the Clues — Using contextual clues in texts
Students are presented with texts that have difficult words and clues to their meanings. The kinds of clues include synonyms, paraphrases, descriptions and the general context. An introduction in Hebrew explains to students how to use the clues.

An example activity from each booklet was presented and discussed.

The second part of the workshop dealt with writing skills and activities that can be done on a word processor to improve them.

Easy Writer is a course developed for junior high pupils for use on "Kal Ktav," the word processor on TOAM computers. The course includes 21 writing activities such as filling in forms, preparing interview questions, writing short notes and responding to ads.

The task for each activity is presented to the student on the computer screen. The student then refers to the Pupil's Booklet, which includes an example of the kind of writing required. It also includes "Before You Write" questions, which serve as an advance organizer to help the student think about and plan what he wants to write. There are also "After You Write" questions, that give suggestions as to what aspects of the writing the student should pay special attention to when checking his work.

A Teacher's Manual provides a description of the word processor and of the tasks, as well as suggestions for additional activities. An example activity was presented.

Easy Writer aims not only to provide the opportunity for practicing writing skills, but also to show students that writing is a process. What we write does not have to be perfect the first time; it is always possible to improve what we write. Going back and checking and correcting one's writing is much less tedious when done on a word processor, and is a good habit to acquire at an early stage.

6. **Finger Play and Action Rhymes**: *Judy Dobkins*, Interaction Ashkelon

"Is it possible today to develop in children an appreciation for poetry, when books seem to be making way for the video and computer?"

This workshop was intended to whet the appetites of our primary teachers and encourage them to look for rhymes suitable for the level of their pupils. The reasons for teaching poetry were discussed and why it is so important to develop an awareness at an early age.

Poems that emphasize rhythm and rhyme, help create sensory images and evoke a mood or emotional response were introduced. It was demonstrated that poetry, like music, is an aural art and must be heard, not only read.

A selection of traditional finger, action and number rhymes were demonstrated and suitable actions taught. Simple finger puppets were used for illustration.

An anthology of very simple verse has been compiled and will be available on the market later this year.

7. Keeping Up Enthusiam for Teaching and Learning: *Babette Kaplan*, Beth Berl

Improving schools will require that individual teachers, administrations, parents and students take responsibility to help people think and work together, to develop programs to bring about useful change. The natural atitude to learning is excitement and enthusiasm. To keep up this enthusiasm as teachers we need to pay attention to four areas: 1. we need to increase our knowledge of content and of teaching strategies, otherwise we will stagnate as educators; 2. planning and reflection need attention, i.e. setting both long- and short-term goals; 3. action to improve learning means not only to improve lessons in the classroom, but to be aware and change ways in which students are treated, to improve relations between administrators and teachers and to provide parents with a more accurate view of learning; 4. the role of emotions is often overlooked; dealing with feelings is as important as the other three components, since negative feelings from the past about learning can interfere with present functioning. Holding in emotions has three consequences: 1. burnout; 2. when teachers change their teaching methods without dealing with their fear, they may revert to old ways, when confronted by critical colleagues; 3. if positive feelings about teacher successes are not shared, enthusiasm for work tends to wane and self-esteem suffers.

What is advocated is partnerships for change: two people take turns giving each other attention for a set period of time; one person (the "listener") listens with interest, the other (the "talker") thinks out loud about a problem. This is called the "dyad process", a "support dyad". It gives a chance to examine past and current experiences and to release feelings connected to them. It helps people think better about learning and teaching. It increases the likelihood that people will actually change how they act instead of merely understanding how they should act. This simple model can be used in every staffroom, in order to improve learning and teaching and prevent burnout. (Reference: "Learning Feeling and Educational Change", Julian Weissglass and Theresa Weisglass, Kimberley Press 1988).

NEWS FROM "CONTACT", TEACHER-EDUCATOR ASSOCIATION

Spring Seminar

On April 27, 1989, CONTACT held its spring seminar at Tel Aviv University where the focus was on the topic of "Interaction and Management". The seminar was conducted by Mr. Noam Kemp, head of the Psychological and Counseling Service of the city of Kiryat Ata. For the past several years, Mr. Kemp has been active in staff development programs in the schools of the area and in counseling teachers.

In his opening lecture, Mr. Kemp discussed the hierarchical relationships of Inspectorate-teacher training institution-schools. Most especially, he focused on the managerial problems involved in meetings that are an integral part of the teacher trainer's work. These are meetings that the teacher trainer sets up with students, master teachers, headmasters or inspectors either individually or in groups. Among the ideas discussed were theories of interpersonal communication, the presentation of self, the interaction process, and management-by-objectives. The lecturer also pointed out how these processes intersect with problems of intercultural relationships.

After the lecture, Mr. Kemp conducted a workshop in which we could apply the complex of new ideas to simulated situations like those that are part of teacher trainers' daily experiences. Participants agreed that it would be a good idea to have a follow-up study day with a focus on how to manage phenomena of burnout and how to prevent them.

Future Activities

Please note in your diary that the next CONTACT smeinar is slated for Succot, Monday and Tuesday, 16-17 October, a two-day seminar at the Kibbutz Shefayim Guest House. Thanks to the generosity of the British Council, the major portion of the program will be conducted by guest lecturers from England. Further information will be sent to members of CONTACT when plans are made final.

Memo:

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WHAT CAN BE LEARNED FROM THE BAGRUT RESULTS?

by *Thea Reves*, English Inspectorate

Grades obtained from tests and examinations offer plenty of information both for the students and the teachers. They express in figures the quality of achievement as well as the effectiveness of the teaching underlying it. An analysis of test results will always serve as a guide for further work: it will indicate where more emphasis is needed, or what has to be reinforced or retaught in different ways.

A thorough observation of the national final examination, the Bagrut, will offer the teacher food for thought regarding the value of the work invested as well as the adequacy of the assessment and evaluation. In addition, it will open wider horizons, beyond the scope of the individual student, classes or even schools.

The following analysis of the 1988 Bagrut results draws attention to three major issues:

1. How do the 1988 results relate to those of previous years?
2. How do the components of the final Bagrut grade relate to one another?
3. How do the various sections of the written exam relate to one another?

Table 1 indicates the results of the written Bagrut exam in the years 1985-1988.

The table shows that there is a gradual *increase* in the number of students taking the Bagrut exam; there is also a gradual, rather dramatic *drop* in the average grade. Furthermore, whereas the % of excellent students (whose final grades are between 85-100) is decreasing, the % of failing students (grades between 0-54) is growing, mainly in the 3 pt. and 4 pt. exam results. An exception is the 1987 exam, when the central topic ("Smoking") chosen for the whole exam, may have made it somewhat easier and thus contributed to better results.

The overall picture, i.e. increase in numbers — drop in results, can be viewed as the consequence of a tendency on the part of schools to push poorer learners into higher levels of studies. Thus, the poorer learners, instead of being helped to achieve the best possible results at the level they really belong to according to their knowledge and abilities, are turned into failures at a level too hard for them.

Table 1

Note: N = number of examinees; $\bar{X}$ = average score; S.D. = standard deviation;
% = percentage of examinees scoring these grades

Bagrut Results תשמ"ה–תשמ"ח (1985–1988): Written Examination Grade Only
(i.e. not including Oral test or School grade ("magen")

	Year		N	$\bar{X}$	S.D.	% 85–100	% 0–54
5 Points	1985	תשמ"ה	10,192	74.00	(16.58)	26.3	12.5
	1986	תשמ"ו	12,052	70.26	(14.92)	18.1	14.8
	1987	תשמ"ז	13,718	73.15	(13.16)	20.7	8.8
	1988	תשמ"ח	15,732	70.26	(13.83)	16.0	13.4
4 Points	1985	תשמ"ה	14,669	61.70	(19.58)	10.8	32.3
	1986	תשמ"ו	16,181	56.10	(20.71)	6.7	42.4
	1987	תשמ"ז	16,433	59.23	(18.12)	6.4	35.88
	1988	תשמ"ח	17,655	52.05	(18.30)	2.0	51.4
3 Points	1985	תשמ"ה	6,012	52.94	(17.85)	2.9	51.06
	1986	תשמ"ו	6,379	58.51	(20.29)	12.2	42.2
	1987	תשמ"ז	6,437	49.54	(18.22)	1.0	60.5
	1988	תשמ"ח	6,031	46.77	(16.09)	0.6	66.3

Table 2 displays the relationship between the various components of the Final Bagrut Grade.

The first observation that can be made is the difference between the School grade ("Magen") and the Final Exam grade at all levels. At the 5 Point level the discrepancy is half a mark, while at lower levels it is a full mark or more. Detailed results, not presented here, show that in certain schools this discrepancy amounts to two full grades.

The question we have to ask ourselves is whether this is the outcome of a wrong evaluation on the part of the schools, or is a misinterpreted, false "support" the schools "generously" offer as a farewell-present to their pupils.

The striking difference between the Oral and the Written grade is also worth reflecting on. If it indicates a gradual shift towards communicative teaching and the emphasis on oral skills, it may be a "children's disease": the first phase in any innovation is usually marked by exaggerations. If, on the other hand, it is a residue of the old, unstructured, one-station interview, where the grades, not being based on a Rating Scale, were totally unreliable, the *administration* of the Oral Test (though of course not the structure) has to be thoroughly reconsidered.

Table 3 gives the results of the various parts of the Written Exam.

Table 2
Bagrut Results תשמ"ח 1988
(national means)

	N	Average School Grade ("magen")	Average Written Exam Grade	% 0-54	% 85-100	Average Oral	Average Exam	%	Final Grade	% Passed
5 Points	15,480	79.4	70.26	13.4	16.0	85.8	73.8	93	76.4	97
4 Points	17,247	68.2	52.5	54.4	2.0	74.6	56.2	57	60.6	71
3 Points	5,695	59.9	46.77	66.3	0.6	71.5	49.2	38	53.2	50

Table 3
Bagrut 1988: Components of the Written Paper

	Reading Comp English Answ $\bar{X}$	Reading Comp Heb/Ar Answ $\bar{X}$	Expression in Context $\bar{X}$	List Comp $\bar{X}$	Cloze $\bar{X}$	Rewrite $\bar{X}$	Comp X	Dialogue $\bar{X}$
5 Points	74.53	–	–	85.06	67.32	63.97	70.16	–
4 Points	56.57	78.57	62.72	65.06	39.97	–	–	47.44
3 Points	40.98	72.15	49.77	59.95	75.04 (m/c)	–	–	47.89

In the 5 Point exam the Listening Comprehension yields by far the best results; this is also the case in the 4 Point and 3 Point exams, except for the Arabic/Hebrew-answer comprehension passage in both, and the Multiple Choice Cloze passage in the 3 pt. exam.

The Cloze passage, on the other hand, seems to be a weak point for the 4 Point examinees, and, together with the Rewrite part, a rather difficult task for the 5 Point students too. These results probably imply that students do not handle this task adequately. Do they follow instructions and read the whole passage first, in order to obtain a general comprehension of the content before they tackle the missing words, one by one?

As for the Rewrite exercise, it would be valuable if the various grammatical structures and appropriate vocabulary items could be revised in the 12th grade in a less formal, less structured and more communicative way. A flexible re-presentation, "re-cycling", and constant practising would make students aware that there are a number of ways of expressing the same idea, and thus enable learners to use the language in a more varied, pragmatic way.

A glance at the overall picture of the Bagrut results and a more serious evaluation of the issues involved suggest a large number of ideas. They may induce a retrospective examination of our work and prompt us to draw conclusions regarding future courses of action.

THE LONE RANGER, THE SHADOW AND YOU

by *David Skolnick*, Merkaz Hinuchi Yad Benyamin

The following article is based on some experiments I started a few years back when someone gave me some tapes of old radio programs. I played around with them before Purim, and found that students were able to understand a good part of them.. The project proved successful enough that my school has been giving me a budget to order cassettes from the U.S. for the last two years! I hope this article will stimulate other teachers into new ideas in the use of such material. I have also been active in the sphere of short-wave listening. I hope this article will stimulate other teachers into new ideas in the use of such material. I have also been active in the sphere of short-wave listening. I started a Radio Club last year in Yad Benyamin, which was very successful. It was the first Shortwave Listening Club in the Middle East. The students got used to listening to international broadcasters and wrote reception reports to them. Their (the students') English improved considerably and some of them even made a computer program for making out reception reports in English. Considering that most of them were considered "socially-disadvantaged", I think it was a great accomplishment on their part. At about the same time that I started my club, an adult Listeners' Club was also started. The organizers had heard of my educational activities using international radio on various stations, so they searched me out and invited me to join. Any teacher interested in getting more information about the Israel Listeners' Club should contact me at P.O. Box 520, Kiriat Malachi, 70900.

A new organization promoting the use of shortwave radio for educational purposes has been started in the U.S. It is called IMAST — International Monitoring Association for Students and Teachers. It has a newsletter called "The Great Circle". The Director is Myles Mustoe, a geography teacher in East Wenatchee, Washington, I can relay any information to interested teachers. The Israel Listeners' Club also has a bimonthly newsletter called "Kol Hama'azin".

The Lone Ranger, The Shadow and You

What do the Lone Ranger, the Shadow and you, the English teacher, have in common? Besides the fact that all speak English, all can enliven your English program in a most exciting way. A way that brings pleasure to the students and to the teachers as well.

For those who are not familiar with the above-mentioned names, *The Lone Ranger* and *The Shadow* were popular radio programs in the U.S., mainly during the 1940s. *The Lone Ranger* was a Western and *The Shadow* was a super-detective, who could make himself invisible. Cassettes of episodes from these and other series are available from a number of companies in the U.S. My own experience with them has been both exciting and fruitful as well as adaptable to most class levels.

The most obvious use for these cassettes is for listening comprehension. The first objection usually heard is that these programs were written for native speakers and not for students studying English. How will they ever be able to follow the story? In this very fact lies the great advantage of using them. The student is forced to listen to "real" spoken English. Most of our students are never going to understand every word of a conversation between native speakers, let alone a lecture by one. He has to be trained to listen for the key words and phrases that allow him to follow what is being said. Here we can train our students to listen for the keys to native speech in a most pleasant way and at an early stage. They also learn concentration, something lacking in a large percentage of our school population.

Another use for these programs is to stimulate vocabulary learning. Obviously the students will need extra vocabulary for comprehension and a good (and suspenseful) story can provide the motivation for it. I have had classes that were getting 30-40 word vocabulary loads from lesson to lesson. These same students came up to me to tell me that it was worth the investment of time and effort in order to understand the cassette.

My own methodology can, perhaps, serve as a base. One starts with a preparatory vocabulary lesson. Of course, each cassette has to be well-prepared by the teacher and this can be time-consuming. Therefore, it is advisable to prepare permanent lesson plans around each cassette. They can be stored in folders as a long-range investment. Each story has to be divided into usable portions. Most programs are half an hour long and with a trained class one can use half of one program in a 40 minute period.

The vocabulary chosen should be fairly common words and expressions, as well as key comprehension words. Vocabulary exercises, both in class and as homework, are used as reinforcement. A quick vocabulary quiz just before listening to the cassettes can insure that the students learn the vocabulary.

The listening phase would be the next lesson. The portion of the episode for the given lesson has to be divided again into segments of one to five minutes duration, depending on the class and the story itself. The counters on most tape recorders facilitate this greatly. At the beginning, I suggest giving the comprehension questions before they listen to each segment. The questions must be designed not just to test comprehension but also to guide the student's thinking to enable him to follow the story. The questions can be in Hebrew (or Arabic) or in English, whatever the class is capable of functioning in. I have worked with a very weak 8th Grade (and upper grades as well) with cassettes of *The Lone Ranger*, asking the questions in English and receiving the answers in Hebrew and it was quite successful. As time goes on, with better-trained classes one can switch to asking questions after each segment. If time allows and the given class is not bored, it may be worthwhile listening to the whole lesson's episode without interruption, after the question phase has been completed.

Some of the programs that have been found to be popular with students (these range from 8th to 12th grades) are *The Lone Ranger, The Shadow, Suspense, Inner Sanctum* and *The Adventures of Sherlock Holmes*. Some are more sophisticated than others, both in vocabulary as well as in plot, so one has to be very aware of the class's abilities when choosing a program. Of interest to teachers in Religious schools may be the various cassettes of Jewish stories that have come out in the U.S. in the last few years, some of which are excellent. One that I can highly recommend is *The Mysterious Golem*, a collection of stories about the Maharal of Prague and his famous Golem. The cassette has some internationally-known actors (such as Leonard Nimoy and Gideon Zinger) and has high quality audio and sound effects. I made a whole vocabulary and listening program around this cassette. Another source of material can be radio plays recorded off the radio, from the BBC or Voice of America, prepared in a similar manner as mentioned. Some shortwave stations will even send a cassette and script of a given program upon request.

Using old radio programs in the classroom can have many advantages. Most of the programs have professional (and often well-known) actors and sound effects to keep the interest of the students. He listens to natural English, at a natural speed, in a natural setting. The story can be real motivation for vocabulary learning in a way that other methods have failed. For some of us it will bring back a nostalgic part of our own past which we can share with our students.

Postscript: Anyone interested in names and addresses of companies dealing in cassettes of old-time radio programs can contact me at Merkaz Chinuchi Yad Benyamin, Doar Yad Benyamin, 76812

A LITTLE OF HAMLET

by *David Young*, Michlelet ORT, Jerusalem

Once upon a time (all good stories should start like this, and this of course will be a good one) there was a verb. A little verb — in fact the littlest verb in the English language. He had only two letters in his name, bee and eee, and so naturally he was called Be. He didn't worry unduly that he was the smallest verb, and neither did he suffer from any special anxieties or complexes over this. In fact, the opposite was true. He was rather proud of the fact that despite his diminutive size, that is to say nothing of his smallness — he was one of the most useful verbs that exist in the English language. And this we know is spoken by about one-fifth of the world's population in one form or another. Be even boasted about this to his cousins, the longer and more bombastic verbs, Pontificate and Expedite, saying that despite their greater girth, they were little used, while people had hardly heard of his distant cousin Transmogrify at all. Be's brother Have greatly resented Be's overweening pride, and said that sometimes he was a nuisance and a show-off, a *perfect* example of arrogance. "Be," warned Have, "if you continue behaving like this, you will end up as a perfect Has-been."

But Be didn't listen to Have, and continued on his merry way, even rubbing salt into the wounded pride of some of his cousins by remarking that they couldn't even exist without his aid and succour. These saline remarks were addressed especially to his cousins who sat in front of mirrors all day doing absolutely nothing at all. "Ho," cried Be to Lazy and Indolent. "You are reflexive verbs. You are useless without me. You cannot say 'to lazy' or 'to indolent'. You must say 'to be lazy' or 'to be indolent', and then he scampered quickly out of the way before second cousin Lugubrious could hit him with a slow-moving gerund.

One day soon after the above while Be was running around in the etymological dictionary having fun at his fellow-verbs' expense, and being generally obnoxious, he bumped into his brother Have who was trying to sort out if he was a past participle or an auxiliary verb in the sentence, "He'd had enough."

"Hey, Have," Be called out, "Do you know who I hate most?"

"Whom," corrected Have.

"No matter. Do you know who I detest most?"

"No."

"Ain't."

"Ain't?"

"Yes, Ain't. He's always trying to take my uniqueness away from me."

"What do you mean?"

"Well in London," replied Be, "ain't can mean 'be' as in 'I ain't rich' while on other occasions Ain't can act as your surrogate brother, as in 'I ain't got no money'. And you know that over twelve million people live in London, to say nothing of the millions of Americans and Australians who say 'ain't' all day and every day."

"Well, there's nothing that I can do about that," said Have, secretly feeling rather pleased at Be's discomfort. "You know what, Be — I suggest that you lie down and take a rest. But if you don't want to do that, go out and prefix a participle and be generally passive. That may help you to relax."

But it didn't.

On the following day and on the following page Be went for a promenade in the Be section of the dictionary, you know, the great big, fat, ever-quoted OED. This caused him somewhat to revive his injured pride by talking to his second cousins (twice-removed) Becalm, Belittle and Beknown. However his spirits were raised for only a short time because they said to him, "We don't want to belittle you, but let it be known to you that certain languages don't use Be at all."

"How's that? What's that?" cried out a panic-stricken Be, feeling his ego deflate (or is it beflate?) like a punctured tyre.

They then informed Be that he doesn't exist in Hebrew, at least in the present tense, and that if you want to say "I'm happy" you have to say "I happy".

Be was struck dumb. He was speechless. He had never envisaged such a situation. A language without Be — a language shorn of his glory. No wonder there was always trouble in the Middle East!

And he was last seen wandering away disconsolately, like a drunk man, shocked and staggering, scratching his head muttering to himself, "To Be or not to Be: that is the question."

DOES THE ORAL BAGRUT EXAMINATION TEST ORAL PROFICIENCY?

by *Tamar Wyler*, "ORT" Comprehensive High-School, Eilat

In the process of my research on the new Oral Bagrut Examination in English (a subject choosen for my M.A. Thesis) I came across several English teachers and testers who claimed that they do not need four activities in order to evaluate the level of a pupil's oral proficiency. "I can easily and satisfactorily evaluate a pupil's level only on the basis of the oral interview" they claimed.

A questionnaire, handed out to testers, included the questions: (1) Would your test be as valid if you tested only one of the three activities (interview, monologue, role play)? (2) If so, which one would you choose? Explain.

The answers to the first question are: 17 out of 28 testers (60.71%) answered positively; 9 out of 28 testers (32.14%) answered negatively, and 2 testers (7.14%) refrained from answering. In answer to the second question 15 out of 28 testers (53.57%) stated that the interview is the only activity they would choose for testing. Some of these responses were accompanied by explanations such as the following: "The interview is enough to test fluency"; "It reflects the pupil's ability in speech"; "The tester is free to vary the questions and can evaluate better"; "It's easier (the easiest) to test". One tester out of 28 (3.57%) chose the monologue and one (3.57%) chose the role play. 11 testers out of 28 (39.29%) refrained from answering this question.

In another questionnaire, English teachers were asked to comment, give suggestions and/or suggest changes to the oral test. Two out of 35 teachers (5.71%) claimed that, in their opinion, the old format — the personal interview style — was more appropriate as a Bagrut oral exam and one was not sure that two stations were necessary in order to evaluate the pupil's oral proficiency.

In order to react to such statements, it seems necessary to turn to the literature which defines oral proficiency and clarifies the development of oral proficiency tests. Considerable research and various studies have led to the present format of an oral proficiency examination which is based on different speech activities.

A. What is Oral Proficiency?

As we all know, the communicative approach has brought about a major change in language teaching by moving the goal from acquiring knowledge *about* the foreign/second language and *about* its usage, to the actual functioning in the target language in everyday-life situations. The new approach is not revolutionary, as it does not oppose the old approach but uses it as a necessary stepping stone for the achievement of a more complex goal. As Keith Morrow (1981) stated "... communication involves much more than simply a knowledge of forms: it depends crucially on the ability to use forms in appropriate ways".[1]

Since the communicative approach focuses on the interaction between the second/foreign language learners and native speakers, oral performance has been given greater importance.

Chomsky's distinction between linguistic competence and performance was redefined for communicative purposes:

1. Communicative Competence — which consists not merely of the knowledge of the rules of grammar but also of the socio-linguistic rules of speech including the culture of the target language native speakers. In order to become an effective communicator in the target language, the learner needs to become familiar with the appropriate ways to address and react, as well as to understand the native speaker's attitude in the context of different situations. In the case of face-to-face interaction, it includes even the knowledge of the body language which is characteristic of the target language speakers.
2. Performance — is the actual realization of that acquired knowledge in real, everyday-life situations.[2]

It follows that high level competence does not necessarily ensure good performance, since the context of the real situations includes additional influential elements (e.g. psychological and personal factors). As Keith Morrow (1981) defined it: "The whole is more than the sum of the parts".[3]

The special attention given to oral proficiency and the examination of the nature of oral performance led to the conclusion that orality, as a trait, manifests itself on different levels along a continuum. Compared to writing, its most outstanding characteristics are spontaneity and informality. It also includes features like intonation, gestures and facial expressions, all contributing to coherence in speech.[4] At one end of the continuum, the one closer to writing, the speaker will use more formal language, elaborated style, carefully-chosen vocabulary, while at the other end of the continuum the language will be very simple, informal, completely spontaneous. The use of a certain speech style depends on the context of the situation: the place, the number of participants, their status, their relationship, the content of the conversation, and many other components. Accordingly, the differences in speech styles result in the choice of vocabulary, linguistic structures, conversation strategies and register. The speech style of a conversation between friends, for instance, will be completely different from that of an interview with a potential boss and will obviously differ greatly from a speech delivered to a large audience.

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[1] Morrow, K.E., 1981.

[2] Hymes, D., 1972; Campbell, R. and Wales, R., 1970; Canale, M. and Swain, M., 1980.

[3] See footnote no. 1.

[4] Tannen, D., 1982; Chafe, W., 1982; Reddeker, G., 1984; Rubin, D.L. and Rafoth, B.A., 1984.

Consequently, a language learner who wants to function well orally in different situations, on the various levels of context/content, has to master the different speech styles and skillfully manipulate them as the situation requires.

B. The Development of Oral Proficiency Tests

Oral proficiency is considered to be the most difficult skill to evaluate from the point of view of objectivity, precision and cost. In order to overcome its shortcomings, language experts have made up and experimented with a rich variety of test formats which have been used by the second/foreign language educators to assess oral proficiency.

Harris (1969) describes three categories of oral production tests, which were used in the 70's:

a. Pen-and-pencil objective tests of pronunciation which presumably proved the examinees' speaking ability.
b. Highly structured (generally recorded) speech samples, rated according to very specific criteria.
c. Relatively unstructured interviews, rated on a carefully structured scale.

Of all these formats, the interview was considered the most important evaluation of oral proficiency and from all the available kinds of interviews, the carefully structured FSI (the U.S.A. Foreign Service Institute) Oral Interview drew the most attention.[5]

The development of the communicative approach in language learning caused a revival of the subject of oral exams.[6] Language experts regarded performance tests as a better choice for assessing real communication skills. They found it necessary to evaluate the actual functioning of the examinee in the context of real everyday-life situations which he may encounter in the target language speakers' society. The examinee has to demonstrate his ability to cope orally with the linguistic and socio-linguistic complexity of oral language in his interaction with native speakers.

In research conducted by Dr. E. Shohami (1983) it was proved that the level of oral performance of the same person changes in different speech styles. As a result, the level of overall oral proficiency cannot be judged by examining only one speech style. The tests described above, which included only one speech activity, were not satisfactory any more. It became necessary to construct an oral proficiency test which would include different activities comprising various speech styles, registers and subject matters.

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[5] Harris, D.P., 1969; Raatz, U., 1981.

[6] Shohami, E., 1983.

The New Oral Bagrut Examination evolved from the above requirements and consequently follows the principles of the communicative approach of oral proficiency.

It is obvious that many of the testers are not fully aware of the value embedded in the variety of test types, and therefore do not take full advantage of the potential of the different activities included in the test.

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I would like to take this opportunity to thank all the English teachers and testers who willingly helped me to collect the information for my research.

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WHAT IS TODAY, TOMORROW?

(with apologies to Prof. Herbert Seliger, ETAI International Conference 1988)

by *Hannah Horowitz*, English Inspectorate

Some weeks ago I forgot my keys in my office. So when I came home I asked my neighbour for one of our front door keys which we always leave with her for such occasions.

Once inside I rang my colleague at the office.

I: Would you mind having a look to see if my keys are on my desk?
She: Yes, they are. I'll put them in your drawer. Where are you speaking from?
I: From home.
She: How did you get in?
I: Oh, my neighbour always has a key.

Later this conversation echoed in my mind.

(a) What is the answer to "How did you get in?"
(b) What is the question you would expect to lead up to the answer "Oh, my neighbour always has a key?"

I doubt whether any teacher following English grammar would expect to answer the first question with "Oh, my neighbour always has a key", or lead up to the answer, "Oh, my neighbour always has a key," with the question, "How did you get in?"

In other words, adherence to sentence patterns need not necessarily be the only way of answering questions or leading up to statements.

II

At the second International ETAI Conference held in Jerusalem this year I had the privilege of hearing a lecture by Prof. Herbert Seliger.

In the course of his lecture he asked his audience to suggest an answer to the following questions: "What is today tomorrow?" asked by his small granddaughter. Quite a number of answers were offered — philosophical, metaphysical, surrealist — none was the right answer.

Finally, Prof. Seliger gave us the solution. It seems his daughter had bought an inflatable swimming pool for his granddaughter. His granddaughter had asked her mother when she could use it, to which her mother had replied, "Oh, today, tomorrow," in reply to which his granddaughter had asked, "What is 'today, tomorrow'?"

I repeat, his granddaughter *replied* by *asking* "What is 'today, tomorrow'?".

Note:

(a) This question was a rejoinder.

(b) Knowing the situation leads to the realization that "today, tomorrow" was a quotation within a quotation.

I want to emphasize the fact that the question "What is 'today, tomorrow'?" is a rejoinder to a statement, in the same way as in the first interchange "How did you get in?" is a rejoinder to the statement "I am speaking from home."

Clearly genuine conversations contain

(a) answers which are logical, but not necessarily grammatical replies to the questions preceding them.

(b) Questions which are natural rejoinders to statements

(c) Questions which are natural rejoinders to questions (as I shall demonstrate shortly).

Constructing exercises which call for structurally grammatical questions to given answers is only a little less mechanical than eliciting mechanical transformations of positive sentences to questions or negations, etc.

We should be aware of the logical thought process that bridges the speech acts in the conversations cited above,

(She: How did you get in?
I: Oh, my neighbour always has a key.)

roughly as follows:

I: (thinking: She wants to know how I could get in without a key. I got in with the key my neighbour always has.)
(aloud) Oh, my neighbour always has a key.

Both examples demonstrate that statements invite questions, no less than questions invite answers. The following example shows that questions can also invite questions:

Passenger: When is the next bus to Jerusalem?
Information: Do you want to travel direct or stop on the way?
Passenger: Direct.

It is, therefore, equally justified to ask for a question following a statement (or a question) as it is to ask for a question leading up to a statement. Alternatively, we might ask students to suggest a statement which precedes a certain question:

A: ......(I am going to Israel)
B: How long are you going to stay?

After all, it needs just as much linguistic competence to *answer* a question correctly, as it does to *ask* a question correctly (as many of us no doubt remember from our first weeks in Israel).

I am not suggesting that we abandon the dialogue technique developed in recent years, as it is without question a very useful and elegant way of gently coercing students to use the question form. But let us not delude ourselves into thinking that the end product is authentic dialogue or conversation.

We should certainly expose our students to, or better still, activate them in normal dialogue where the train of thought, and not merely the syntactic sequence, is the dominating factor in the interchange.

Fortunately, this characteristic is not peculiar to any specific language. Here is one of the first conversations recorded in the Hebrew language:

And He... said unto him, "Where art thou?" and he said: "I heard Thy voice in the garden, and I was afraid, because I was naked; and I hid myself." (Genesis 3.10). The statement "I was naked" leads to the question: "Who told thee that thou wast naked?"

I would suggest that we develop in our students a sensitive ear to make them aware of this phenomenon in their own language and so prepare them to anticipate it in English. As a result, they will, it is to be hoped, find it easier to follow natural conversations in English, and ultimately be able to participate spontaneously in such conversations themselves.

Conclusions

1. Question-answer interchanges follow an explicitly or implicitly logical pattern.
2. Students should be made aware of this phenomenon in their own language.
3. They should be exposed to it in the foreign language and encouraged to adopt it in their learning process.

"PIPE" — PUPILS' IMMERSION PROGRAM IN ENGLISH AN ENRICHMENT PROGRAM

The School of Education — Hebrew University of Jerusalem
in cooperation with the Youth Science Centre of the University
July 1988

1. Introduction and General Framework

The enrichment course for English as a Foreign Language was held for the first time on the Giv'at Ram campus of the Hebrew University between the dates of 17th and 29th of July, 1988. The course* was initiated and directed by *Ilana Kornblueth* and *Sheila Schoenberg*, teachers in the School of Education of the Hebrew University, and was carried out in cooperation with the Youth Science Centre of the Hebrew Univesity.

The program was approved by the Chief Inspector for English, Ministry of Education and Culture. It was partially funded by tuition fees and sponsored by the Jerusalem Foundation and the Department of Education of the Jerusalem Municipality. Contributions were also received from the British Council and "The Jerusalem Post".

2. Aims of the Project

Enriching the competence and developing fluency in the use of English of senior high school students in the Jerusalem area, using ways and taking advantage of resources and time schedules not available in the framework of school.

This neutral environment encourages social mixing and enables encounters between varied population segments (orthodox-secular; Jewish-Arab; high and low socio-economic; different age groups).

Pedagogical Principles

a. *"Immersion"*

Immersion in the language environment of the target language: From morning "role call" until breaking up (8:00-14:00) the children were obliged (by using various coaxing strategies) to listen and express themselves in the English language only.

b. *Content-based instruction*

By focusing the instruction on scientific content areas chosen by the pupils, the learning of the foreign language becomes truly communicative. Instead of being an end in itself, the language becomes a means of acquiring knowledge which is of intrinsic interest to the learner.

c. *Tapping available resources*

i. English-speaking lecturers of the Hebrew University who enjoyed the opportunity to instruct youth in their native language.
ii. English-speaking students whose leadership potential was not made use of in Hebrew-speaking frameworks.
iii. Professionals from different areas, journalism, drama, film, whose native language is English.
iv. Representatives of various institutions of the English-speaking world, such as the British Council, the American Cultural Center and the Australian Embassy.
v. Sites relevant to the program, such as The Jerusalem Post compound, the Cinematheque, tourist hotels, etc.
vi. Films without Hebrew subtitles from the above institutions.

d. *Small group interactive learning*

In order to activate each student individually, the pupils were divided into small, relatively homogeneous groups. Within the groups, interactive methods such as simulation, drama and role-play were emphasized.

e. *Intensive social activity*

Intensive social activity conducted in the English language served both linguistic and motivational aims and contributed to social cohesion. In contrast to the small group learning activities, the emphasis here was on integrative group structure.

4. Curriculum

The daily activities were divided into four parts:

a. 8:00-9:00	preparatory lessons for the lectures
b. 9:00-10:00	lectures on scientific and art topics given by the students
c. 10:00-12:00	interactive learning in homogeneous groups
d. 12:00-14:00	social activity in heterogeneous groups (including field trips, encounters with youth from England, U.S., Germany and discussions on the relationship between Israel and the Diaspora, Israel and other nations).

5. Basic Data

a. *Population*

The target population consisted of students of the upper division whose level of English was average and above (the selection was based on an entrance examination and the recommendation of the English teacher). This population was chosen with the aim of enhancing the fluency and competence of pupils planning to continue their studies in institutions of higher education. Of the 70 students who registered, 62 passed the entrance examination. They represented a cross-section of the Jerusalem population. (One Arab student who was accepted did not turn up due to circumstances).

b. *Staff*

The staff was comprised of five groups:

i. Senior English-speaking university lecturers from the various disciplines.
ii. Senior English teachers from local high schools.
iii. Experienced group leaders selected, in cooperation with the Youth Science Centre, from among English-speaking students and teacher-trainees.
iv. Program directors from the School of Education, Teacher Training Department.
v. A coordinator from the Youth Science Centre.

c. *Administration*

The administration was carried out by the administrative team of the Youth Science Centre and included advertising, registration, statistics, correspondence, budget administration and office services.

6. Feedback

In general the project was considered successful.

Indicators:

a. Staff feedback: At the summing-up meeting of the whole staff the feedback was highly positive. All the members of the staff agreed on the importance of the project and on the need for its continuation and enlargement.
b. Newspaper report (a feature article in "The Jerusalem Post")
c. Pupils' feedback — very positive answers to a questionnaire.
d. Feedback from parents: Several parents felt the need to thank the organizers personally.

7. Conclusions

Generally speaking the project achieved its aims. The pupils used English exclusively, both for daily social interaction and for "scientific" interchange. The principles of "Immersion and Content-based Instruction" proved valid. (Additional lectures in areas such as chemistry were given on special request.) The flexible structuring of homogeneous groups for learning activities and heterogeneous groups for social activities proved successful. During the social activities, the differences between the pupils were blurred and the weaker students were able to profit from high level interaction while the stronger did not have to compromise. Judging by the feedback there is no doubt that the project should be continued and enlarged on, taking into consideration the valuable experience gathered during the course.

a. More formal learning activities should be offered (e.g. dictation, creative writing on an elective basis). Such activities need not necessarily detract from the informal social atmosphere.

b. It is possible to increase the target population of the project by branching out on various levels:
   - i. Scope: By well-timed and adequate advertising more schools and classes can be reached, thus enlarging the potential student population.
   - ii. Age groups: The possibility of including younger children in the project should be investigated.
   - iii. Linguistic level: Weaker students might also be included in the project, but this entails additional expenditure.
   - iv. Content level: By adding and expanding additional content areas, other interest groups may be attracted.

8. Suggestions for Further Research

a. To what extent is the self-confidence and improvement in English language use apparent in the classroom (by distributing a questionnaire among the graduates of the course)?

b. What are the fields of interest of the future target population?

c. The possibility of composing written material in the various scientific fields for repeated use in the framework of the project and/or English classes in school.

d. Is it possible to combine the instruction of popular arts and science with regular English teaching to a wider public and throughout the school year?

e. Is it advisable to introduce during the school year an "English afternoon" which would include a science lecture, small group learning, drama, games, etc.?

(Editors note: A larger-scale PIPE project took place in July 1989, involving Intermediate School pupils (Grades 7-9) as well as high school pupils. A report will appear in our next issue).

ENCOURAGING PUPIL INDEPENDENCE

by *Dorit Eshel, Martin Usher, Nina Rosenthal*, Kibbutz Nativ Ha-lamed-hei

Training pupils in independent work-habits serves two main purposes.

As teachers, we find that when our pupils learn independently, making their own decisions and dealing with their assignments alone, without forever running to us for help, *our* time is spent much more productively. This allows us to relate to a specific pupil's needs, to provide expansion for some, remedial work for others, or to spend time with a particular group of pupils while the others are working.

An even more important goal than this is to instill independence as a vital skill, which in our opinion is of essence in our role as teachers in general: training our pupils and supplying them with the tools to learn on their own. A school services its pupils best if it teaches them *how* to learn.

In this article, we would like to present some ways in which the teacher can encourage pupils to be independent.

The process should be started on a small scale from the earliest stages, and become increasingly demanding. The teacher makes the underlying attitude to learning very clear to the pupils: they gradually become aware that as they become more and more independent of the teacher, they themselves share more and more of the responsibility for learning.

It is obviously not enough for a teacher to say to the pupils: "Be independent!" It is the teacher's role to provide the pupil with a variety of tools. These can be introduced systematically and gradually. At first, it is certainly not taken for granted that the pupils know how to use them efficiently and will refer to them at the right times. However, once we have *taught* the pupils how to use a certain tool, they are expected to do so.

Here are some suggestions:

1. A Consistent Framework

The teacher must provide a clear and consistent framework within which to work. Unnecessary questions will be avoided. Time wasted on trivial technical matters can be saved if the pupil knows, for example, that homework is always submitted at the end of the lesson on the right-hand corner of the teacher's desk, or that papers handed in must have a simple, set format.

Consistency in these technical points does not contradict flexibility regarding the substance of teaching (methods, techniques, individualized demands, varied activities, etc.).

2. Dictionaries

Wherever possible, there should be suitable dictionaries available, from the early Grades on, possibly beginning with picture dictionaries. At each stage, the pupil is taught how to use the dictionary, after which the teacher refuses to merely translate words. Our pupils are constantly reminded that "I am not a dictionary!" We do not make life unnecessarily easy for them, thus increasing dependence on the teacher rather than discouraging it. The pupils eventually learn to use the dictionary efficiently and — more important — become aware of its usefulness. A dictionary may be used as the basis for tasks/exercises, but when a pupil uses it for his/her *own* reference purposes, it suddenly becomes part of the real, meaningful part of life.

3. Reference Sheets and Posters

Clear and concise rule sheets, vocabulary lists, etc. are supplied for pupil reference, at least at the lower and intermediate levels. Here again, the teacher refuses to answer any questions which can be clarified by these reference sheets.

In an English room, most posters on the wall are not mere decorations. They can have direct relevance to the material currently being dealt with, a reminder or schematic representation of a certain point, enrichment of a topic being taught, and so on. Posters of this sort will be of use to the pupil during learning. Some of the posters can be created by the pupils as the result of a learning task.

4. Instructions

Instructions for different tasks should be clear, graded, and suited to the level of English demanded by the task. The pupils are taught how to read them, and how to find and use the examples often given in order to understand the nature of the assignment. The teacher insists that this is done before the pupil receives help. The average pupil will not be given help in understanding instructions and/or examples within his/her ability range. It is vital that the teacher be very strict on this point from the very first stages.

5. Answer Sheets and Self-Correcting Tasks

Much of the teacher's time (and class time too) can be saved if the teacher provides the right dosage of answer-sheets, leaving the teacher to correct:

a. those assignments too free in form to have an answer sheet;

b. a sufficient quantity of work for the teacher to assess whether the demands made on the pupil are appropriate.

Checking oneself is part of the learning process, putting more of the responsibility on the pupil's shoulders. Immediate feedback serves as motivation, positive reinforcement and a preventative measure against repetitious errors. It allows the pupil to assess him/herself and make decisions accordingly.

Experienced teachers know of a wealth of self-correcting tasks, such as jig-saw puzzles (for vocabulary, verb forms,...), exercises where the first letter of each answer comprises part of a saying or word, coloring tasks which result in a picture, etc.

6. Peer Activity

Pupils can cooperate on a number of levels, and should be encouraged to do so... in English, of course! Group or pair tasks and games become extremely "self-correcting", as pupils rarely let an opponent's mistake pass. In many games, provided with an answer sheet, dictionary, etc., the pupils become totally oblivious of the teacher.

When pupils are cooperating (not competing) in the solution of a task or helping each other in an exercise, there must be a distinction drawn between "help/explain" and "copy/do for". The teacher uses his/her discretion in deciding to what extent this cooperation should be allowed/encouraged. The decision might differ from class to class and pupil to pupil.

W[illegible]lass engages in group-work and play, the noise level naturally rises. Whilst t[illegible]upils are expected to be considerate of their environment on this point "positive noise" should be tolerated.

7. The Teacher's Role

All the tools discussed above drastically cut down the number of questions addressed to the teacher. Pupils know that if they have conscientiously examined the possibilities without success, the teacher has time to devote to them.

Here, too, there are a number of simple technical arrangements which are easy to implement and which — if the teacher is consistent in his/her requirements — make all the difference.

a. As the teacher goes round the class, however independent the pupils are, a number of questions may arise at the same time. In a well-organized class, the pupil can add his/her name to a numbered *waiting-list* (on the blackboard), return to place and *go on working* quietly until his/her turn comes. It may be possible to go on to another sentence in the same exercise, or to a different exercise, or to some other activity entirely. The teacher can *provide activities* for the pupil who is waiting for help: student newspapers, a box of puzzles, a library book (our pupils bring these to each lesson), quickie-boards (*short* activities on a poster, such as opinion polls, notes to other pupils, a graffiti board and so on).

b. When a teacher goes up to a pupil who has asked for help, he will reply with hints, clues and guiding questions, all aimed at *helping the pupil to reach the answer by himself*. (The teacher is not a mobile answer-card.) If all this is insufficient, the teacher may conclude that this pupil is in need of some remedial work. It is therefore important, when planning independent work in class, to have some *remedial task* on the topic being taught *close at hand*. Unless the right demands are made of our pupils, the learning process will be frustrating and fruitless.

c. The cardinal importance of making *the right demands* should be obvious to all. When defining whether a task is appropriate we ought to consider factors such as:
   - the level of the task, exercise
   - its length
   - the type of activity required
   - the degree of variety/monotony involved

   If the work required lacks the necessary challenge, most pupils will quickly lose interest. However, too great a challenge could be the source of much frustration (for pupil and teacher alike), many discipline problems and, of course, make it nearly impossible to demand independent work of the pupil. When the *degree of challenge* is *suitable*, motivation is increased (or at least not dampened!) and a positive atmosphere is created, in which the pupil is willing to try and "do-it-himself".

In an optimal class situation, the *pupils* themselves are, to some extent, *partners in decision making*. After having experienced this approach for a certain period, many of our pupils have learnt that the responsibility for their progress rests on their own shoulders. They often make specific requests about the type of task they feel they could benefit from or work that deals with a point they still feel unsure about. We welcome this development, which of course helps as a part of the feedback we need, but also brings the pupil to a more mature level of independence.

These suggestions have been implemented as we developed a pupil-centred system for organizing independent, individualized work at our school. Many of them, however, originated with colleagues at various types of schools and in other subjects than English. As techniques in encouraging pupil independence, they are equally applicable in a variety of teaching environments and subjects.

LETTERS TO THE EDITOR

COMPUTER CENTRE IN TEL AVIV

Sir,

The new Centre for Computer Assisted Education is now in full operation and English teachers are invited to utilize our facilities and consult with the staff. English teaching courseware is available, tutorial courses for teachers can be set up and we shall be happy to offer consultancy services to teachers. The Centre is located at the Pedagogical Centre, 22 Tshnernichovski St., Tel Aviv, Tel: 03-289143. Please contact us at this address.

Nili Mor and Sara Saviri

COMPUTERIZED DICTIONARY FOR GRADE 6

Sir,

Most pupils find it difficult to read English fluently as they find the need for frequent use of the dictionary to be both tiresome and frustrating. They need to increase their vocabulary and want to do so with the minimum effort. A general computerized dictionary helps find the meaning quickly, but does not select the most suitable one. What is needed is a special computerized dictionary, attached to the stories which the pupils are reading. Through these means the teacher can control the type of material the pupil reads, the amount of vocabulary learnt, etc. Pupils will gain the feeling of independent reading, without external pressure, if they are able to read easily with the aid of a computerized dictionary. They can look up words they would not have the courage to ask the teacher in class. If a feedback system can be added to this method, by adding questions on the computer program relating to the books or lessons read, the pupil can then type in the answers and get the mark ("knowledge of results") immediately; the school will get the collected marks of the pupil. The final goal will be to enjoy reading in English. The system is now available, produced by "Maida", 51 Shoshanat Hacarmel Street, Haifa.

Zvi Rosenblith

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TEACHING NATIVE SPEAKERS

Sir,

What a delightful treat! The contribution of Rachel Bar-Yosef ("Native Speakers: The Makings of Excellence or its Undoing?", ENGLISH TEACHERS' JOURNAL, 37, June 1988) was a masterpiece. I could have sworn she has been peeking over my shoulder and knows my English speakers better than I do. Her article reveals not only shrewd insight but a superb ability to write. I would even recommend it to my pupils as part of their literature program!

I felt shorthanded, however, at the omission of one of my greatest problems — getting these gushingly fluent students to realize that there is such a thing as adverbs. It's bad enough getting of a flow of "You done good", "I bought it cheap" and "I'm not sitting as comfortable as you", but one reaches ignition point when the entire group unites in wide-eyed wonder at any attempt at correction: "No, in America *everybody* says that. What makes you think it's wrong?" I recall the day on which the most perfect gentleman of the lot waylaid me after the lesson and confided: "Please don't be offended, but as a teacher you don't know English proper like you should".

Raphael Abt, Jerusalem

REVISED TEXTBOOK FOR BEGINNERS

Sir,

As a result of my experience over the past two years with my textbook "I CAN READ ENGLISH", I have decided that the first lessons, taught orally, should be included in the book. Hence, the new and revised edition of the book is called "I CAN READ ENGLISH: SEE, HEAR AND READ". The book is divided into two sections, the first being an introductory oral section which precedes the textbook proper. The book is accompanied by a cassette in which I have included all the oral material plus the text of the book. Working with the book will be much easier for the teacher if he/she listens to the cassette before going into the classroom. Pupils should also be encouraged to listen to the cassette, not only to review material taught in class but also to make progress on their own. Also pupils who have missed lessons can catch up with the aid of the cassette. A picture dictionary is also attached: as new vocabulary is introduced, pupils cut out the small pictures from the appendix and paste them in the picture dictionary.

Ada Fuchs, Jerusalem

A SUGGESTED NEW FORMAT FOR THE ORAL BAGRUT

Sir,

I would like to suggest a new format for the oral English test: STATION ONE: 1. Personal Interview, 2. Literature; STATION TWO: 1. Monologue, 2. Discussion on the monologue subject between the tester and the student.

COMMENTS: 1. The role play is next to valueless (in my opinion) and should be dropped entirely. 2. Topics for the monologue should be set by the Ministry. There should be a list of 30-50 subject groups and categorized into subgroups (about eight). Each student should be required to prepare one subject in each group. The *tester* would ask the student to speak on the subject s/he has chosen in subgroup X (tester's choice only — the student would have to prepare all the monologues required by the Ministry), after which a discussion on the subject would take place spontaneously from the questions of the tester and answers, comments and questions by the student. I think that student-tester give-and-take on an individual basis is preferable to a group discussion (as suggested by the Ministry). 3. A group discussion on the literature and/or the personal interview could be considered as an alternative to the one-to-one kind of test that is the practice today. I would be afraid of creating psychological tensions among the weaker students or those who fail to show their true knowledge of English (or any subject, for that matter) when subjected to a group test. I have heard many positive reactions to the group test which exists today, but I would not make group testing compulsory until several more years of trial testing in this area prove that it is a reliable way of testing their knowledge of English and not only the personality of the student.

Yonah Rabin, Jerusalem

(Editor's Note: Teachers are invited to express their opinion of the various suggestions and comments above)

COMMUNICATIVE METHODOLOGY

Sir,

The article in the JOURNAL, 38, January 1989 "Communicative Methodology: Helping Pupils 'Perform' Their Competence", by Raphael Gefen was superb! It is the best article I have read on the subject. Warm regards to all friends and colleagues in Israel.

Mary Finocchiaro, TESOL, Italy

WORLD JEWISH BIBLE CENTER

Sir,

To encourage the study of the TANACH (the Hebrew Bible) in English the World Jewish Bible Center will send, upon request, a free sample of its quarterly publication *Dor Le Dor*. It also contains a listing for daily reading of the Bible. *Dor Le Dor* is published in cooperation with the Department of Education and Culture of the World Zionist Organization and the Biblical Research Society of Israel. For sample copies write to: Joshua J. Adler, *Dor Le Dor*, POB 7024, Jerusalem. Israel.

THE SELF-TEACHING PROJECT FOR NINTH-GRADE NATIVE SPEAKERS

Sir,

I knew that I was fortunate to continue a second year with a lovely, mature, hard-working group of Ninth Grade Native Speakers. Yet after spending three months on articles, compositions, and contemporary literature, I was confronted with a dilemma: what literary material to continue with. I had wanted to introduce the class to nineteenth century novels. On the other hand I felt they might be receptive to modern poetry and/or Shakespeare. I did feel a need to get more involved in their choice of extra-curricular reading since the monthly Book Reports I had been receiving were not on a high level.

That is how the idea of the 'Self-Teaching Project' originated. It stemmed from my desire to introduce the pupils to 'good' literature without forcing it on them but rather by giving them the freedom to experience literary analysis their own way, at their own speed. It took me quite some time to crystallize the objectives, the means and the technique itself. Basically it began by forming a wide-range list of well-known British and American authors. After the list was composed, the Self-Teaching Project was presented to the class as a possible way of studying literature intensively, for the next three months, in groups. I defined my role as a 'guiding observer' moving from group to group throughout the lesson, trying to make sure that the groups were working well together and completing the aims they set out to achieve. Basically the motto of the teacher was 'non-interference' — doing my very best to limit my comments only in cases when strictly necessary for efficient learning.

The reaction of the pupils was, at first, total shock at the very idea that they themselves would be free to choose any literary piece and teach it any way they fancied. For those who panicked, I supplied guidelines for lesson preparation, namely, how to plan a lesson and what to include in each lesson: new lexical items, comprehension questions, 'thought' questions and an assignment for the following lessons.

The group leaders would alternate every two lessons or so according to the group's decison. Here are quotes from the evaluation of the project. Eyal: "I think the S.T. Project is a good idea because the students have more freedom. They can work their way and they learn from each other". Ami: "We are satisfied with the S.T. Project especially with the permission to chose our own material". Adi: "This new idea took my my surprise. At first I didn't think it would work but after the first lesson in which we were given a background to the story, I became more convinced".

Indeed I too was surprised. First of all the pupil's choice of group partners, and secondly by the intensive group dynamics going on between varied members of the groups. Furthermore, I hadn't dreamed that there would really be such a deep feeling of mutual responsibility expressed by serious pre-planning of lessons, filling-in for each other in case of absence from school, testing and checking the progression of each group member. It was also interesting to see which material they chose to deal with. Two groups chose to work on "Animal Farm". Another group dealt with "1984" by the same author and the fourth group chose a collection of short stories by Salinger.

Most pupils mentioned that the group dynamics factor in this Project was crucial and interesting. Uri writes: "We not only learn about a very good book but we also learn to work together. We learn to take orders from each other and respect our friends. The S.T. Project contributes to the atmosphere of the class". Naomi: "I liked the possibility of sharing ideas openly in small groups and I enjoy the co-operation needed in order to succeed in this assignment." On the other hand some pupils expressed annoyance with their fellow group-mates: "I was annoyed when I had to teach, because most of my pupils gave me a rather hard time." Ayelet's main conclusion, as a result of her experience, was certainly not as I had intended. She states clearly: "I never want to become a teacher!"

All in all, the general atmosphere on our S.T. Project days was one of enjoyment from "doing their own thing their own way", excitement and serious literary analysis, in addition to work on language and developing creative ideas together, and sharing the responsibility for their own progress. As a teacher I couldn't have asked for more!

Reina Reiner, Gymnasia Rehavia, Jerusalem

THE LILA BET EL ENGLISH LANGUAGE TEACHING CENTER

Sir,

A very moving dedication took place in Kiryat Gat, in November 1988, when the Lila Bet El English Centre was opened. The gathering included people from the Ministry of Education, the Municipality, English inspectors, teachers, members of the family and friends.

The Mayor of Kiryat Gat, Zeev Boim, spoke about Lila's contribution to the town and her brave fight to combat illness. Raphael Gefen, Chief Inspector for English, told of his long-standing contact with Lila, her interest in the slower learner and culturally-deprived child and thanked the Bet-El family and Kiryat Gat Municipality for their generous donation towards the improvement of English in the area.

Yael Gefen, of the British Council, spoke of reading for pleasure and the advantages of an extensive reading library. Her very interesting talk could easily have been extended to a workshop for teachers and I hope that she'll consider doing that one day.

Lola Skikne, who will be running the Centre, told of its proposed development and the facilities that are available at the moment.

Lila was the driving force behind Inter-Action's English Centre in Ashkelon when it was established six years ago. Until her death, she was actively involved in the planning of in-service training, advice and counselling. It came to serve as her domain and her presence was strongly felt by us all. How wonderful to think that one person's initiative and drive has led to what we have today. The Ashkelon Centre and its activities have been so successful that we have a commitment from our funders, the JIA Women's Committee in England, to set up a network of similar centres around the country. The centre in Kiryat Gat has been privately funded by members and friends of the Beth El family and is not included in this network although I feel sure that we will be linked and work together. After all, our aims are the same.

Little did we know what the outcome would be of Lila's request to the Project Renewal in Ashkelon for a room and a small budget, so that she could meet with her teachers and through them get to every child in her area that needed to learn English. Lila's convictions and sense of priorities made her the person we all came to admire. She was an example to us all — may she rest in peace. English Centres are a wonderful monument to her dedication.

Judy Dobkins, Inter-Action, Ashkelon

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THE ENGLISH TEACHING COMMUNITY IN ISRAEL

Sir,

The February 22, 1989 issue of *The Chronicle of Higher Education*, published in the United States, should be of interest to all of us in Israel because it is very much a pat on the back for the English Inspectorate and the English teaching community throughout our educational system. The article deals with recent changes which have been instituted in the way English as a foreign language is taught in the United States.

The article is entitled "Foreign Language Instruction is Being Revitalized as Faculty Members Stress "Doing" Over "Knowing"". It says, "To expose students to the contemporary language of another country, the professors are supplementing their textbooks with newspapers, timetables, menus and other authentic foreign-language materials. Language laboratories are stocking audio- and videotapes of talk shows, radio and television news, sports broadcasts, and dramas by native speakers, many recorded in foreign countries. Some campuses are receiving foreign programs by satellite."

To go on, it states, "At the heart of the new approach is the concept of "proficiency" — what the student can do with the language, rather than what he or she knows about it. ...the proficiency oriented style stresses practical, everyday communication... To test their students' speaking and listening skills, professors conduct "oral proficiency interviews", lasting anywhere from 5 to 30 minutes, in which a student demonstrates his ability with the language."

Furthermore, "Proficiency-oriented instructors are tolerant of grammar mistakes and faulty pronunciation in conversations, at least initially, in the interest of encouraging students to stick with the language."

Finally, "Authentic materials play a large role in language classes now, because they provide today's vocabulary in sports, politics, and culture, all areas of interest to students."

In a companion article, "From Audiolingual to Suggestopedia: the Varieties of Language Instruction" it states that, "As it [the proficiency approach] has evolved over the last decade, the style has absorbed different techniques from a variety of teaching methods."

I have quoted at length from these articles as a reminder to all of us in the Israeli English Language Teaching community that even though we may seem to be cut off from the world here in Israel, many of those who guide us in our teaching of English as a Foreign Language are not cut off; rather they are very much in touch with what is going on in the world community of language teaching; not just the English Inspectorate but also the staffs of the various universities and the numerous members of E.T.A.I. who travel to conferences on English teaching around the world and then make sure to pass on their experiences to their colleagues.

Finally, it must be remarked upon that the apparently endless string of in-service training courses conducted by the Ministry of Education and the universities and the local, regional and national conferences conducted by E.T.A.I., not to mention the two international conferences, have left their very significant mark on all of us in helping our community to be active and progressive in our methodologies and efforts to teach English to the Israeli community. Let us hope that these efforts continue to grow and influence all of us in the future.

Yehuda Ben-Dror, Beith Hinukh School, Jerusalem

TESTING "EVELINE" IN THE ORAL BAGRUT

Sir,

James Joyce would have turned over in his grave had he been in my place last month. I tested over ninety pupils in two different schools. Both had EVELINE on their reading list. In most cases the girls' faces lit up when I asked them about EVELINE. (Somehow it is usually taught to girls, and not to boys, though it would be interesting to compare the different reactions.) Invariably all the girls who answered the question "Why did Eveline not go with Frank?" said that it was because of her promise to her dying mother. When I pointed out that she had kept her promise "as long as she could", they still maintained that she couldn't leave her old and ailing father. A few girls (in a religious school) said that she wouldn't go with Frank because it wasn't moral since they weren't married yet.

I have no idea why teachers force this not too sophisticated story into a straitjacket of their own private outlook on life, or, perhaps they simplify it for the sake of the pupils, which turns this good story nearly into a soap opera. If so, then EVELINE is merely a story of a poor and decent girl who is strong enough to resist the temptation of following a young and attractive man into a better life.

Is it really too sophisticated to ask them to describe Eveline's room and her "familiar objects" and compare it to their own room? Why not ask them how they would feel in such a room, with such a father and such a life. Whenever I did ask them I always got the answer I expected: that they wouldn't want to live such a life, in such surroundings. Nor would it be too difficult to elicit from them the many examples of near-animal existence mentioned, nor the different kinds of music, all pointing, inevitably, in the direction James Joyce wanted Eveline to go.

Lastly, is there really anyone today who doesn't know that a broken home, a violent father, a joyless existence can cause great damage to a young person's psyche to the extent that they are unable to function in a way we expect and know young people to feel and react?

Has there ever been a more "booby-trapped" story than EVELINE?

Amalie Etkin, AMIT School, Lod

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א.ג.,

בידי ספר ללמוד השפה האנגלית NEW CONTEXTS FOR ENGLISH שנכתב ע״י ולדי וייססן והוצא לאור ע״י מפעל הוצאת לאור של אוניברסיטה בר־אילן, רח׳ הנציב 28 לת־אביב. בספר יש טעות, כתוב שבארה״ב יש 51 מדינות ובמציאות יש רק 50.

בתאריך 6.2.89 כתבתי להוצאה לאור בנדון, אבל נכון לעכשיו הם לא טרחו לענות לי.

אני פונה אליכם מאחר וכתוב בספר באנגלית. ספר זה אושר ע״י משרד החינוך והתרבות של מדינת ישראל.

אני מניח שאכן הספר אושר על ידכם לכן אני מבקש תשובה ותקון השגיאה בכדי לא להכשיל תלמידים ומורים בישראל.

אגב, בתאריך 20.2.89 כתבתי למשרד התרבות של הקונסוליה האמריקאית בתל־אביב, ובתאריך 26.3.89 קבלתי מהם תשובה. נכון להיום יש רק 50 מדינות בארה״ב.

שרונה ישראל, קרית חיים

CONFERENCE ANNOUNCEMENTS

Pre-Congress & 10th World Congress of Jewish Studies
13-24 August 1989, Jerusalem
Details from: Council on the Teaching of Hebrew, POB 7413, Jerusalem 91071

E.T.A.I. Winter Conference
Wednesday 27 December 1989 (not confirmed)
Bar Ilan University, Ramat Gan
Details from: ETAI, POB 7663, Jerusalem. Tel: 02-238762

Third Man & the Media Conference
Theme: Educational Technology for Peace and International Understanding
18-20 September 1989, London, UK
Details: Goethe Institute, 50 Princess Gate, Exhibition Rd., London, SW1 2PH

Israel Association for Applied Linguistics
Annual Conference
Thursday 12 October 1989
Technion, Haifa
Details from: Israel Association for Applied Linguistics
c/o General Studies Department
The Technion, Haifa 32000

International Symposium on Vocabulary and Applied Linguistics
29-30 September, 1989
Université Lumière, Lyon, France
Details from: Pierre Arnaud & Henri Bejoint, C.R.T.T.,
Université Lumière, 86, Rue Pasteur F 69365 Lyon Cedex 7, France

4th International Conference on Second/Foreign Language Acquisition by Children
East Central University, Oklahoma, USA.
16-17 November 1989
Details from: Dr. Rosemarie A. Benya, East Central University, Ada, Oklahoma 74820-6899, USA

Linguistics Association of Great Britain
Autumn Meeting, Manchester, United Kingdom
20-22 September 1989
Details from: J. Coates, Roehampton Institute, Southlands College, Parkside, London SW19 5NN, United Kingdom

1990

TESOL (Teachers of English to Speakers of Other Languages)
24th Annual Conference
5-10 March 1990, San Francisco, California, USA
Details from: TESOL, 1600 Cameron St., Suite 300, Alexandria, Virginia 22314, USA

IATEFL (International Association of Teachers of English as a Foreign Language)
24th International Conference, Dublin, Ireland
15-21 April 1990
Details from: IAETFL, 3 Kingsdown Chambers, Kingsdown Park, Tankerton, Whitstable, Kent CT5 2DJ, United Kingdom; or from E.T.A.I., POB 7663, Jerusalem

AILA (International Association of Applied Linguistics)
9th World Congress
15-21 April 1990, Thessaloniki, Greece
Theme: Applied Linguistics, International Understanding and Peace Education
Details from: S. Efstathiadis, POB 52, Aristotle University, Thessaloniki, 540006, Greece

IRA (International Reading Association)
35th Annual Convention, Atlanta, Georgia, USA
6-10 May 1990
Details from: IRA, POB 8139, Newark, Delaware, 19714 USA

Semiotic Summer Institute
13-27 July 1990, Urbino Italy.

Details from: Christiana Caetani, Centro Internazionale di Semiotica Linguistica, Piazza del Rinascimento 7, I 61029, Urbino, Italy.

Computer Assisted Language Learning and the Use of Computers in the Humanities

Conference, 21-26 July 1990, Harrogate, United Kingdom

Details from: Dr. J.I. Press, School of European Languages and Literature, Queen Mary College, University of London, Mile End Road, London E1 4NS, United Kingdom

1991

17th World Congress FIPLV (Federation Internationale des Professeurs de Langues Vivantes)
Theme: "Foreign Language Learning and Lifelong Education"
10-14 August 1991, Pécs, Hungary

Details: P. Basel, National Centre for Foreign Language Teaching, T.I.T. XI, Bocskai ut 37, H-1113, Budapest, Hungary

עלון למורים לאנגלית, מס׳ 39, אב תשמ״ט, אוגוסט 1989

תמצית המאמרים שמופיעים בגליון זה:

INFORMATION FOR ENGLISH TEACHERS

מדריך לבחינת בגרות בעל־פה — מהדורה חדשה; ביטול בחינות בגרות 6 י״ל ובחינת השלמה 5–4 י״ל; הבלשנות השימושית כבחינת בגרות; הדיסלקסיה ולמוד האנגלית; השימוש בספרי לימוד לא־מתאימים; לומדות וידיאו חדשות; ספרי לימוד חדשים; בחינות הישגים כתות ו׳, ז׳, ח׳, ט׳; הסמכת מורים בחטיבות הביניים; עתונים לתלמידים.

APPROVED TEXTBOOKS 1989-1990

רשימת ספרי לימוד שאושרו לשנת הלימודים תש״ן; ספרי לימוד, מילונים, מקראות לקריאה אינטנסיבית, ספרי דיקדוק, ספרים באנגלית טכנית, תכנית הקריאה לבגרות.

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עלון למורים לאנגלית

(כולל "דפי הדרכה לאנגלית")

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INFORMATION FOR ENGLISH TEACHERS

■ Education for the Twenty-First Century

(Communication from FIPLV — Federation Internationale des Langues Vivantes)

In November and December 1989, a UNESCO International symposium and round table on qualities required of education today to meet foreseeable demands in the twenty-first century took place in Bejing, People's Republic of China.

Objectives of the Symposium and Round Table

The main objectives of the round table were to propose major long-term goals and orientation of education from a multidisciplinary point of view, and to identify its more dynamic roles in order to prepare young people to effectively meet the challenges and foreseeable socio-economic, socio-cultural and scientific and technological developments in the twenty-first century. Given the role of education to help young people for life in the twenty-first century, the main objective of the symposium was to identify and clarify more specific qualitative dimensions required in vitalizing and renovating education, covering educational implications of ethical and moral issues, science and technological developments, communication and information and communication technology and the challenge of the future in the world of work.

Languages and language teaching were discussed at great length with the following conclusions. A policy for the teaching of languages is needed both to enable people with different mother tongues within the country to communicate and participate in that society and to provide for foreign language teaching to be a high priority in the progressively interconnected world of the twenty-first century. A case for a world language was considered at the symposium, and it was recognized that, with mass communications now operating on a global scale, there is a real possibility of the English language becoming progressively dominant. However, the importance of preserving the rich cultural heritages embodied in the world's variety of languages was recognized as being essential. In considering language education for the twenty-first century the following points were made:

(a) The mother-tongue, or the language of the home, should be used in the beginning years of schooling where possible. Reading and writing skills in the mother tongue can later be built on in the context of lifelong education. However, countries will need to decide their own language policies in conformity with their national objectives.

(b) Foreign languages in schools will require greater attention. This can be provided by teaching entire school subjects in the foreign language and by developing bilingual or total immersion schools. Teachers also need to be knowledgeable about different cultures and cultural implications in addition to the language itself.

(c) There may need to be different foreign language programmes for groups with different needs, e.g., a foreign language suitable for skilled workers in a mobile workforce or for academics in specific disciplines.

(d) Systems should be considered in which language minorities can profit educationally from knowing another language rather than being penalized, as at present tends to happen within centralized education systems.

(e) The variety of languages taught in schools may need to increase with, for example, the inclusion of major oriental languages to enhance intercontinental communication.

(f) Exchanges of both pupils and teachers between countries could greatly benefit foreign language programmes.

(g) Artificial languages, including computer programming, need to be considered within a language policy.

■ Video Cassettes of EDUCATIONAL TELEVISION Programmes

The National Pedagogic Centre of the Ministry of Education and Culture has taken over the distribution of all ETV programmes (now all on video as well as "open-air" broadcasts). Apply to Mr. Ezra Mizrahi, National Pedagogical Centre, Ministry of Education and Culture, Jerusalem 91911; or the "Schools Department" (המחלקה למוסדות חינוך), Educational Television Centre, Rehov Klausner 14, Ramat Aviv. A catalogue of videoed telecasts has been sent to every school and contains a list of such telecasts in all subjects, as well as details on the procedures for ordering these video-cassettes. Each English video costs 30 shekels and contains about three broadcasts. The video cassette of the Oral Bagrut test (1987) is also available from the Pedagogical Centre, as are audio cassettes of the Listening Comprehension Bagrut tests (1979–1983, 1984–1986, 1987–1988, 1989–1990) and of the Literature Syllabus for the Bagrut (produced by the Educational TV Centre with the Open University): Cassette 1: The Standard of Living, Eveline; Cassette 2: Everything that Rises Must Converge; Cassette 3: The Blind Man; Cassette 4: The Blind Man (cont'd), Poetry; Cassette 5: My Dungeon Shook, One Vote for the Age of Anxiety.

■ **Achievement etc. Tests for Grades 6, 7, 8, 9**

As reported in the last issue of the JOURNAL, the following tests are available *free of charge* in the form of Teacher's Kits; schools will photocopy copies for the pupils.

Grade 9: Achievement Test; Teacher's Guide.
Grade 8: Diagnostic Test; Progress Tests; Achievement Test; Teacher's Guide.
Grade 7: Diagnostic Test; Achievement Test; Teacher's Guide.
Grade 6: Teacher's Guide only (Achievement Tests for pupils are available for sale (class orders, not individual copies) from ATLAS — see address in this issue of the JOURNAL).

Apply on school-headed notepaper to: English Inspectorate, Ministry of Education and Culture, Jerusalem 91911.

■ **New Courseware for Weaker Learners in the Upper Grades: FOLLOW ME (BBC)** (repeat notice)

A specially adapted edition of this very successful video and audio course, produced by the BBC for vocational high schools in Germany, has now been prepared for Israeli schools. An "adult" edition is also available, accompanied by a bilingual textbook meant for private study. The school edition consists of video cassettes, audio cassettes, two booklets from the BBC and a supplementary booklet written for the Israeli market by the English teacher Daphna Kleer. The videos are introduced by Daniel Pe'er, the well-known broadcaster. The video scenes have been adapted for school use, as some of them were felt not to be suitable. Pupils will buy a kit containing the three booklets.

The series combines serious language learning in vocabulary and grammar (the final unit reaches the present perfect), in an authentic background of genuine communicative situations, and assumes minimum starting knowledge. The audio cassettes and accompanying booklets encourage oral/aural work. The series is recommended as supplementary to the regular textbooks for the levels of GEMER, THREE POINTS BAGRUT, and also students in the Management, Secretarial and Tourism trends preparing for the FOUR-POINTS BAGRUT (many of the situations are secretarial or hotel oriented). Sole agents in Israel for BBC English: Matar Publishing House/Trivaks Books, 24 Levontin St., Tel Aviv, 65112, Tel: 03-5660335.

■ **Teaching the Pedagogical Grammar of English** (repeat notice)

This handbook for teachers (revised edition), compiled by Raphael Gefen and published by the Ministry of Education and Culture, deals systematically with the grammar patterns specified in the new Syllabus. The patterns are described and explained, contrasted where necessary with Hebrew, and accompanied by didactic suggestions. The book also reprints the article "Teaching

Grammar as Part of Meaningful Communication", which first appeared in the ENGLISH TEACHERS' JOURNAL, 25. Available from Ministry of Education distributors (see list in these pages).

■ **New English Syllabus for Schools** (repeat notice)
Every teacher and student-teacher should possess a copy, since the syllabus is not just a catalogue of structures, items and aims, but a guideline to methodology and classroom practice. Chapter headings are the following:

PART ONE: *RATIONALE* — 1. Aims and Objectives; 2. Communicative Competence and Performance; 3. Communicative Methodology; 4. Differential Syllabus for Less-Able Learners; 5. Evaluation of Pupils; 6. Courseware.

PART TWO: *GRADED OBJECTIVES* — 7. Objectives for Primary School, Intermediate School (Division), Upper School (Division); 8. Grammar Programme; 9. Lexicon; 10. Script Handwriting; 11. Punctuation Rules to be Taught; 12. Some Recommended Situations and Topics; 13. Addendum: Teaching English to "Native Speakers".

The syllabus is available from the publishers "Maalot", Rehov Karlebach 29, Tel Aviv; Mada, Herzl 49, Haifa; Radik, Gershon 25, Beersheba; Lotos, Allenby 99, Tel Aviv; Tamir, Ben-Yehuda 2, Jerusalem; Eric Cohen Books, Rehov Hasadna 7, Raanana, P.O.B. 2325 (Tel. 052-453206, 455345).

■ **Newspapers in Simplified English**
The GOOD TIMES Publishing Company issues the following monthly newspapers:
ABC Times — for Grades 5, weaker 6, good Grade 4.
Just for You — for Grades 6 and weaker 7.
Good Times — for Grades 7, 8, 9
Bagrut Times — for Grades 11, 12. News stories, features, Bagrut-style passages and exercises, glossary.
English Express (to be published shortly) — for Grades 9, 10 and for students preparing for the 3-POINT Bagrut. Exercises, news, sport, entertainment, stories.
Addess: GOOD TIMES, P.O.B. 3576, Jerusalem 91035, Tel: 02-437153.

THE JERUSALEM POST publishes the following monthly newspapers:
Hey There! — for Grades 7–9, and less advanced pupils in upper grades.
Student Post — for Grades 10–12.
Yours — for weaker older learners (GEMER or less). Short news items and features, amply illustrated, glossary.

Address: THE JERUSALEM POST, P.O.B. 81, Jerusalem 91000, Tel: 02-551651, 02-551616, Ext. 293.

■ New Spelling Workbooks

Balloons, Boats and Other Things — Book I, and *Friends, People and Others* — Book II, by Lillian B. Englander, are intended to help the young learner in Grades 5 and 6 gain proficiency in spelling basic English words. The words selected for these workbooks are in keeping with the lexicon prepared by the Ministry of Education and can be used parallel to any coursebook. Each workbook is made up of ten units. Each unit deals with a given topic. The target spelling words in each unit are associated with this given topic. The words are presented in context at the beginning of each unit to show the learner how the words are used meaningfully.

Following the introductory page, the unit goes on to provide a myriad of writing activities to help the child learn to spell the words. There is a section at the beginning of the book called "Study Rules for Spelling". The teacher and pupils should actively work with these rules to the point where they are so internalized that the child will then automatically use them in studying the target words. There are provisions for pre-testing and testing and re-testing as well as provisions for recording scores so that the child constantly gets feedback and sees his/her progress.

■ New Textbook for 3 and 4 Points: *Green Lights to English*

Green Lights to English by Ronald Green (University Publishing Projects) is an integrated coursebook, approved by the Ministry of Education, for pupils preparing for the 4-Point and 3-Point Bagrut. The book has been designed so that it can be used (1) in heterogeneous classes containing "3-Pointers" and "4-Pointers" or (2) for "3-Pointers" only or for "4-Pointers" only. The questions and exercises are based on the new Bagrut format in order to provide practice and familiarity with the examination. Each unit of the book contains, in addition to a Grammar Review and exercise, two Reading Comprehension passages (for answers in English and in Hebrew/Arabic), a Dialogue, Cloze exercises, a Listening Comprehension passage, Oral activities, and a Vocabulary Reminder.

■ Textbooks for Less-Able Learners, Grades 10–12

This series of books by Hazel Camron for the slow learner in the upper grades, with each book accompanied by a teacher's guide and a cassette, is published by Kernerman Publishing Ltd.

1. ON THE WAY TO ENGLISH — 10th grade

2. NEW WAYS TO ENGLISH BOOK 1 — 11th grade, with an accompanying booklet of word games and puzzles.
3. NEW WAYS TO ENGLISH BOOK 2 — 12th grade.

Aims

These books are intended for weaker pupils in the upper grades. They provide preparation for the GEMER examination, and are useful for 3-Point Bagrut candidates, particularly regarding the reading materials, which are not threatening, and therefore encourage pupils to make an effort to return to studying English and to be less frustrated.

Many of the conversations and activities lend themselves to interaction and communicative practice. For those pupils who require remedial teaching, many suitable exercises are provided. The topics are meaningful to teenagers and young adults. These aspects, together with the varied and interesting activities and the colorful lay-out, attract and motivate these pupils and give them a second chance.

Contents

- The books are made up of modular units, enabling teachers to select the order in which they want to present the central theme of each unit.
- To encourage pupil involvement, authentic materials such as television and movie programs are included.
- Each unit contains several conversations built around a central topic.
- There are shorter and longer reading segments to meet the needs of both weaker and stronger pupils; these are followed by skimming and scanning activities containing problem-solving, functional and communicative responses.
- Comprehension exercises include Hebrew or Arabic translation, matching, multiple choice and fill-ins.
- Difficult words are glossed on every page, and vocabulary for active use is listed at the end of each unit.
- Games and puzzles are included for letter-and-word-recognition at an appropriate level of interest.
- There are suggestions for pupils to follow up some of the activities with ideas of their own, and the opportunity to bring information to the class.
- Suggestions for individual, pair and group work are given.
- There are GEMER and 3-Point Bagrut examination papers at the back of Book 1 and Book 2.

■ New Textbook for Grade 9: *Let's Connect*

Let's Connect is a course book, approved by the Ministry, intended for pupils in the fifth or sixth year of their English studies — i.e. at the upper intermediate level, Grade 9 or 10. The course consists of a pupil's book, an audio-cassette for listening activities and a teacher's guide. Authors are Judy Kemp and Elana Milstein; publisher — University Publishing Projects.

Let's Connect will consist of five units centred around themes related to the world of teenagers. Each unit includes a variety of language objectives, topics, texts, tasks, skills and opportunities to work individually, in pairs or in groups. *Let's Connect* reflects a humanistic and communicative view of language learning and teaching. The goal is to develop humanistic and educational values, as well as communicative competence and performance in the target language. Pupils are encouraged to become independent learners, actively involved in and responsible for their own learning.

At the time of this JOURNAL's going to press, the pupil's book as published contains the first three units only; units 4 and 5 are promised for December 1990.

■ **New Book for Teachers: *Conditions for Second Language Learning***
by Bernard Spolsky, published by Oxford University Press.
Amongst the many important roles he fulfills in the world of ELT and Applied Linguistics, the author is Chairperson of the English Advisory Committee of the Israel Ministry of Education and is Professor of English at Bar-Ilan University. This book explores the requirements for a general theory of Second Language Learning, and considers the relevance of such a theory for Language Teaching. Dr. Spolsky sets out his theory in the form of a preference model, or series of typical and categorical rules or conditions. In this way, he is able to account both for differences between individual language learners and between different kinds of learning — for example, formal and informal learning, and learning for general and special purposes. Chapter headings are: A general theory of Second Language Learning, Knowing a language, Knowing how to use a language, Structures and functions, Measuring knowledge of a second language, The psycholinguistic basis, Ability and personality, The linguistic basis, The social context, Attitudes and motivation, Opportunities for second language learning, Formal instruction, Testing the model, The form of a general theory, Appendix — Case Study: Hebrew in a Jewish school.

■ **New Approved Textbook: *Encounters***
An integrated coursebook for Grade 11 pupils preparing for the 3-POINT and 4-POINT Bagrut, written by Sue Kerman and Ditza Verter, published by Eric Cohen. The book contains 10 units and covers the lexical and grammatical items required for this level. The units contain reading and listening passages, vocabulary reading and grammar exercises, cloze passages, dialogues, commu-

nicative exercises, role plays etc. An audio-cassette and teacher's answer key are available.

■ New Textbook Approved for Grade 8: *Junior Files — File 2: English for Tomorrow*

This book incorporates the structures and vocabulary recommended for Grade 8 in the English Curriculum. However, the activities and intellectual level of the book make it suitable for higher levels as well. In addition, the Teacher's Guide incorporates a section on the use of the series in heterogeneous classes. A workbook suitable for less-able students will be available soon.

The pedagogical considerations are similar to those outlined in *File 1: English for Today and Tomorrow*. The series aims at the active acquisition of language and the development of learners' intellectual awareness. It is thematically oriented and encourages natural use of language. Learners are exposed to a variety of structures needed for the themes and situations presented.

In the series, various learning styles, preferences and learning modes, which provide opportunities for active acquisition and production, were taken into consideration. Mini-tutorials are included to increase awareness and understanding of the skills and strategies activated. Authors are: Elite Olshtain, Tamar Feuerstein, Miriam Schcolnik and Binnie Zerah. Published by University Publishing Projects (מפעלים אוניברסיטאיים).

The third book in the series, *File 3: English for Tomorrow and Beyond* (9th Grade) is in preparation, and will be ready for the 1991/92 school year.

■ Approved Textbook for Technical English: *English That Works*

by Tamar Feuerstein with Rachel Tal

English That Works is a course book for 11th and 12th Grade students studying for the 4-Point and 5-Point Bagrut examinations. Its goal is to provide an answer to the problems of teaching reading, writing and the oral skills in technical and comprehensive schools. Included in the book are reading passages, reading comprehension activities, and activities for writing and oral practice.

The book is based on current philosophies and approaches to reading comprehension and to written and oral proficiency. The texts are mostly authentic, taken from current sources. Each text is treated intensively, so that a unit may demand a number of lessons, depending on the class level and on how the teacher utilizes the materials. Each unit (there are 16 in the book) revolves around a reading passage. However, reading does not begin before the student is thoroughly prepared for it, both linguistically and conceptually.

Each unit contains the following items: Pre-Reading Section; While-Reading

Section; Post-Reading Section (containing consolidation activities and application activities) and Cloze Passages.

■ New Approved Textbooks for Primary School: *English Calling*

Written by Lynn Gamady and Lena Benjamin; co-ordinating Editor, Ruth Baratz, published by Kernerman Publishing and University Publishing Projects. A new series in three stages for Grades 4–6. Each stage will consist of a fully coloured, well-designed textbook, where the coloured illustrations form an integral part of the teaching/learning materials, plus a teacher's guide, and a listening cassette. Each unit will have a two-page illustrated spread, which visualises and highlights the topic of the unit.

Stage One puts the emphasis on listening, understanding and oral work, while Stage Two and Stage Three will introduce the reading and writing skills.

Stage One begins with a wide variety of oral-aural activities. Pupils are introduced to English by means of dialogues, chants, songs, games and puzzles, thus building up a primary vocabulary which the learners will encounter when they begin formal reading. Learners are involved in carrying out listen-and-do and listen-and-say activities while learning for a purpose. There are many opportunities for pair work and group work in class, as well as activities the learner can carry out at home on his/her own.

Stage Two (for fifth Grade) and Stage Three (for sixth Grade) continue on the same pedagogical principles as those which were introduced in Stage One.

Stage Two starts the pupil reading, using language familiar from earlier oral work in Stage One. Using global reading skills, paralleled by the development of phonics, the pupils learn to associate letters, and groups of letters, with sounds already learned. Speaking, reading, and writing activities are wholly integrated and reinforce one another.

Stage Three will contain short reading passages, dialogues, and information gap and other communicative activities. Here too, the four skills are closely integrated, and vocabulary is reentered and reinforced in different contexts throughout the book.

The teacher's guide, while not seeking to be prescriptive, will provide the less-experienced teacher with useful guidelines and suggestions. It is hoped that the veteran teacher will find novel and stimulating ideas here too.

Stage One is now out, while *Stage Two* and *Stage Three* will appear during the course of 1991.

- **Supplementary Material:** ***Extra Fun and Practice***

by Rivka Ganz Bar-Hama and Gavriella Shoshani, published by Gestelit, P.O.Box 2088, Haifa (Tel: 04-441026, 03-373921).

Extra Fun and Practice provides enrichment material for intermediate level students. The humorous illustrations and the original layout should make the booklet attractive to young teenagers, as a supplement to a regular textbook.

Contents are short stories with Hebrew and Arabic glosses, grammar points and exercises for review, games and puzzles and a full answer-key with a scoring system enabling students to check their own answers.

Teachers' Notes with detailed suggestions for using the material in class are available upon request, and contain introductory and follow-up discussions, role-play activities, structure and vocabulary drills and writing practice.

Distributors of Ministry of Education Publications (including the *English Teachers Journal*)

1. תל־אביב — ״אטלס״, צ׳לנוב 49, טל׳ 03-378901, 377890 — 03. מרכז תצוגה, רכישה במקום.
2. ירושלים — ״אטלס״, שושן 4, טל׳ 02-247764.
3. ירושלים — ״לנדאו״, שושן 1, טל׳ 02-234672. מרכז תצוגה, רכישה במקום.
4. בת־ים — ״ליליאן״, ירושלים 11, טל׳ 03-585181.
5. רמת־השרון — כלבו ״בזק״, אוסישקין 27, טל׳ 03-5404147.
6. רמת־השרון — ״ספרי״, אוסישקין 20 (סוכנות לתלמידים), טל׳ 03-480252.
7. חולון — ״ספרי רשל״, שנקר 51, טל׳ 03-841914.
8. חולון — ״גול״, סוקולוב 10, טל׳ 03-840848.
9. פתח־תקוה — ״סנדרס״, סוכן נייר, הזמנות בטל׳ 03-9222876.
10. רמת־גן — ״פורת״, ביאליק 38, טל׳ 03-723731.
11. רמלה — ״פאפירוס״, שדרות הרצל 73, טל׳ 08-229271.
12. ירושלים — ״בית הלל סלוצקי״, הלל 4, טל׳ 02-244848.
13. ירושלים — ״תמיר״, רח׳ בית הכרם 29, טל׳ 02-531926.
14. ירושלים — ״תמיר״, רח׳ בן־יהודה 2, טל׳ 02-249556.
15. בית־שמש — ״מסדה״, השבעה 6, טל׳ 02-912416.
16. חיפה — ״אטלס״, דבורה 2, טל׳ 04-667238.
17. חיפה — ״בטלהיים את תמיר בע״מ״, נורדאו 34, טל׳ 04-641666, 04-667045.
18. חיפה — ״ספרי״, החלוץ 16, טל׳ 04-662465.
19. רעננה — ״אריק כהן״, הסדנה 7, ת.ד. 2325, טל׳ 052-455345, 052-453206. רכישה במקום.
20. רעננה — ״ספרי״, קרן היסוד 1 (פינת אחוזה), טל׳ 052-912874.
21. נתניה — ״ספרי״, הרצל 34, טל׳ 053-23991.
22. נתניה — ״הספר״, ויצמן 9, טל׳ 053-335177.
23. טבריה — ״ספרי״, כיכר רסקו, טל׳ 06-797072.

24. צפת — "גרינבוים", ירושלים 59, טל' 069-30249.
25. באר־שבע — "רודיק", גרשון 25, טל' 057-32000, 057-78110.
26. באר־שבע — "ספרי", ההסתדרות 38, טל' 057-70692.
27. אילת — "בוק־בר", אלמוג 15, טל' 059-74211.
28. הוד השרון — "פירסומי חינוך 86", הרצל 5, טל' 052-455897.
29. ראשון לציון — "ספרי פז", רוטשילד 119, טל' 03-9656391.
30. הזמנות בכתב במרכזים הפדגוגיים ברחבי הארץ.

Collections of Past Bagrut Papers
Eric Cohen Publishers (Tel: 052-453206) have published the following collections of past Bagrut papers:
FOUR and FIVE POINTS, 1984–1990
THREE POINTS, 1983–1990
GEMER, 1982–1990

Just Published!

"THE CONTRASTIVE ANALYSIS OF ENGLISH AND HEBREW"

- an anthology of articles and of chapters from books
- lexicon, syntax and pragmatics
- for teachers and student-teachers
- for translators and students studying "translation skills"

Obtainable from "Atlas" and Eric Cohen Books. Price: 7 Shekels. Published by the Division of Curriculum Development, Ministry of Education and Culture.

LISTENING COMPREHENSION BAGRUT TEST — SUMMER 1990
(Broadcast Script and Questions)

Good morning,

I wish to talk to you today about a very pleasant subject, which is — the cleaning up of the Mediterranean Sea. I learnt about the subject of cleaning up the sea and getting rid of pollution from reading an article in a British newspaper. The newspaper was happy to report that the situation has improved in recent years and the Mediterranean Sea is now much cleaner than it used to be. This is important also for us in Israel, since, as we all know, our country is at the Eastern end of the sea, and, as a result, our beaches, our shores, receive a lot of the dirt and pollution from other countries, as well as the large amounts of dirt and waste we produce ourselves.

In the past, swimmers from all around the Mediterranean got sick because of the pollution in the sea, but this year very few of the hundred million tourists who go to the shores of the Mediterranean will get sick — will fall ill — from swimming, in other words from swallowing sea water. As I said before, the Mediterranean Sea is being cleaned up, over eighty per cent of the bathing beaches are safe for swimmers, and tourists can get far more ill from lying in the sun.

This information was supplied by a group called "The Mediterranean Action Plan". This group is composed of the seventeen Mediterranean countries which signed, in 1975, an agreement for the protection of the Mediterranean. The only country in the area which did not sign was Albania — and even they sent an observer to the last meeting. These seventeen countries have spent billions of dollars over the past fifteen years in cleaning up the sea and beaches. The city of Marseilles in France, a city of one million people, has just been given, for example, the European Prize for the cleanest beaches.

The same article reported that governments have changed their attitudes about reporting the condition of their beaches. Many governments never used to report pollution and dirty beaches, because they were afraid of driving away tourists. But now there is a change of policy: the French government has published a book which states very clearly the condition of hundreds of beaches, and the Italian government now reports which beaches are safe for bathing and swimming and which are not.

Another big problem is oil pollution, especially from ships which pour fuel oil into the sea. The "Mediterranean Action Plan", which I have been speaking about, is trying to lead a joint fight against oil pollution, from its centre in the island of Malta. But the main struggle against oil pollution has to be done by the shipping industry itself. In other words, the owners of the ships and the captains of the ships themselves must ensure that their ships do not pollute the seas. Shipowners in Greece have started their *own* programme to prevent oil pollution. I am happy to report that there has been a decline, a big drop, in the number of oil slicks — that is to say the layers of oil on the surface of the sea caused by fuel oil from ships — everywhere in the Mediterranean — but there are still too many of these oil slicks, caused by carelessness or by collisions between ships.

However, we must not think that the problem of sea pollution has been finally solved. There is always the danger that accidents or carelessness or lack of interest will make our Mediterranean Sea as dirty as it used to be. So do whatever you can — when you are on the beach, do not throw your litter into the sea. Try to find other ways of getting rid of the waste matter, the garbage, from our cities — not just to pour it all into the sea. Support all those people and organizations that are struggling to stop pollution, and create a healthier environment for us all!

Thank you for listening, and goodbye.

הוראות לנבחנים:

אתם עומדים לשמוע קטע משודר. אל תביטו בשאלון בעת השידור הראשון.
לאחר השידור הראשון, מותר לפתוח את השאלון ולעיין בו, אך עדיין אין לרשום
את התשובות. בעת השידור השני, מותר לעיין בשאלון תוך כדי השידור, ולסמן
בעיגול את התשובות. בתום השידור השני, תוכלו לעיין שוב בשאלון ולהמשיך
לסמן את תשובותיכם.

QUESTIONS

(a) Why is the subject important for Israel?
  i) Israelis like to tour Mediterranean countries.
  ii) Israel does not suffer from this problem, but may do so in the future.
  iii) Israel also suffers from the same problem.
  iv) Many tourists visit Israel.

(b) What does the speaker tell us about the Mediterranean Sea?
- i) It is much less clean than it used to be.
- ii) 80% of its beaches are open to tourists.
- iii) Most of its beaches are polluted.
- iv) It is much cleaner than it used to be.

(c) What is now most risky for tourists?
- i) Lying in the sun.
- ii) Not drinking enough.
- iii) Eating too much strange food.
- iv) Swallowing sea water.

(d) What nationality is the speaker?
- i) British.
- ii) Italian.
- iii) French.
- iv) Israeli.

(e) We learn about Albania and the "Mediterranean Action Plan" that:
- i) Although Albainia is a member, it did not attend the last meeting.
- ii) Albania is not a member and takes no interest in its work.
- iii) Although Albania is not a member, it attended the last meeting.
- iv) Albania is a member of the "Plan".

(f) Why is the city of Marseilles mentioned?
- i) It is a city on the Mediterranean shore.
- ii) It has the cleanest beaches.
- iii) The centre of the "Plan" is there.
- iv) It has a population of one million.

(g) We learn about the attitude of governments that:
- i) they have always opposed the "Plan" and still do.
- ii) they used to co-operate with the "Plan", but now they do not.
- iii) they did not use to co-operate with the "Plan", but now they do.
- iv) they have always co-operated with the "Plan".

(h) The problem of oil pollution of the sea:
- i) is more serious than in the past.
- ii) is not as serious as in the past.
- iii) is still as serious as ever.
- iv) has been solved.

(i) The island of Malta is mentioned because:
   i) it is the main centre of oil pollution.
   ii) its beaches are not polluted.
   iii) it is an example of a Mediterranean country.
   iv) it is the centre of the "Mediterranean Action Plan".

(j) Greek shipowners are mentioned because:
   i) they are not trying to prevent oil pollution.
   ii) they are carrying out the "Mediterranean Action Plan" programme.
   iii) most ships in the Mediterranean are Greek.
   iv) they have their own programme to prevent oil pollution.

ANNOUNCEMENTS FOR BAGRUT TEACHERS AND EXAMINERS

■ New Bagrut Subject: TRANSLATION SKILLS

As briefly reported in our last issue, this new TWO-POINT subject will be introduced into the Bagrut programme as from Summer 1991. The Syllabus has been approved and published, a Reader in Contrastive Analysis has been published, a collection of passages for translation from Hebrew to English will shortly be available for teachers, and the textbook "A Course in Translation from English to Hebrew" is available from the publishers "GOOD TIMES", P.O.B. 3576, Jerusalem (Tel: 02-437153). See "SYLLABUS FOR TRANSLATION SKILLS" in this issue of the JOURNAL.

The stress will be placed on the practical translation of written material of different kinds; Applied Linguistics studies will be limited to issues relevant to translation (contrastive analysis, varieties of the target language, etc.). Two options will be offered — from English to Hebrew and from Hebrew to English, i.e. into the language in which the examinee possesses mother-tongue competence. At a later stage, other languages will be allowed, especially Arabic. Only pupils excelling in English (sitting for the 5 Point examination and expected to get a high mark of 85) and good in Hebrew will be eligible.

■ Abolition of 6 Point Bagrut, "Supplementary" 4 to 5 Points and special 2 Points examination for New Immigrant Pupils

As of the 1991 examination date, these examination options are to be abolished. This is part of the general Ministry policy to cut down the number of examination papers offered. As of that date, the following Bagrut papers will be offered:

- 3 POINTS
- SUPPLEMENTARY EXAM FROM 3 TO 4 POINTS (taken only after the examinee has graduated from schools, as if it were a "Repeat Exam" (בחינת משנה).
- 4 POINTS (including special language exercises for Management and Tourism examinees, from Summer 1992).
- 5 POINTS

In addition, the GEMER examination will continue as before.

■ Listening Comprehension Bagrut Test for External Examinees

As from the Summer 1991 examination date, examinees in the External Bagrut examinations will also do the Listening Comprehension test. They will still be exempt from the Oral Test. There is no Listening Comprehension test in the Winter examination.

■ Bagrut Examination: Management and Tourism Trends (4 Points)

As from the Bagrut examination of Summer 1992, the FOUR POINT examination paper will include some specific (ESP) exercises meant for pupils in the Management and Tourism Trends; these pupils will do these specific exercises instead of some of the "general English" language exercises. In addition, the Oral Bagrut test for pupils in these Trends will test appropriate content areas and language functions. The examination (FOUR POINT examinees only — THREE and FIVE POINT examinees will do the general paper) will be as follows:

1. Reading Comprehension (both texts) and Listening Comprehension — as in the "general" paper.
2. multiple-choice language exercise — as in the "general" paper.
3. Dialogue Completion — a different text (specific) from the "general" paper.
4. Writing a Letter — both a "commercial" and a "tourism" subject will be offered and pupils will choose one (instead of the Cloze passage).
5. Oral Test — all stations and activities (including a reading programme of articles and other professional material, instead of the drama, fiction and poetry items) will be appropriate to the particular Trend.

■ More Stress on the Writing Skills in the Bagrut Examination

Feedback from the Bagrut examinations (5 Points) indicates a certain relaxation of demands and a lowering of requirements on the part of teachers for Written Composition. The English Advisory Committee and the English Inspectorate have therefore decided that from the coming Summer (1991), composition subjects in the 5 Points examination will be such as to require examinees to write in a formal register, with due attention to structure and style. Thus, any "Write a Letter" set as a composition subject in the examination will be a formal-style letter rather than the informal "chatty" letters now commonly being written; likewise, there will be no "dialogue" given as a composition subject. Composition subjects will therefore be formal letters, formal speeches, reports, discussions of issues, and descriptions.

The evaluation of the composition in the Bagrut examination will henceforth be as follows (total — 20 points): 5 points for contents (relevance), length (250 words), rhetorical structure and style; 5 points for grammar; 5 points for vocabulary; 3 points for spelling; and 2 points for punctuation (capitalization, full stop, question mark, exclamation mark, quotation marks, brackets, apostrophe). Regarding punctuation, teachers are also expected to teach the punctuation rules for commas, semi-colons, colons etc., as outlined in the Syllabus. Regarding "content (relevance)", teachers must point out to examinees the importance of relevance — a composition not on the subject chosen will receive a mark of zero, no matter how good the language. As for grammar, vocabulary and spelling, examiners relate positively to the examinee's efforts and do not merely deduct points for mistakes, or repeatedly penalize for repetitions of the same mistakes.

■ Special Arrangements for Dyslexic Examinees in the Bagrut Examinations

The following arrangements, as suggested by the "Committee for Dyslexia in English Studies" of the Ministry of Education and Culture (a joint committee of the English Inspectorate, English teachers and the Nitzan Association for Learning Disabilities), have been adopted by the Ministry. Schools with pupils who have been officially diagnosed as dyslexic (by persons qualified by the Ministry for this purpose) should apply to the District Committees of the Ministry of Education dealing with examinees requiring special arrangements (ועדות חריגים). Only schools officially permitted by these District Committees to put the following arrangements into effect may do so.

"The following alternative channels are available for dyslexic examinees

1.1 Pupils with mild dyslexia will receive an extension of examination time (see Point 4 below); in addition, such pupils will read the questions and multiple-choice responses for the Listening Comprehension test in advance of the actual broadcast, in order to be better prepared for the test.

1.2 Pupils with severe dyslexia, who will find it difficult to answer the question-paper in writing, will have the following options open to them, in accordance with the degree of difficulty they face (but they will answer the multiple-choice questions in writing — i.e. they will circle the most suitable response). In addition, these pupils will be allowed to record the Listening Comprehension broadcast and replay it to themselves as often as is necessary.

EITHER:

1.2(a) The examinee records on a cassette his/her answers and also writes them (but the examiner will only resort to the written answers if absolutely necessary, such as in a case of unclear recording); for 5 Point examinees, the composition will be an oral composition, also recorded on cassette.

OR:

1.2(b) If there is no point in writing the answers (other than circling a multiple-choice response), the examinee only records on cassette; alternatively, he/she may type them on a typewriter or word-processor (in addition to recording on a cassette).

OR:

1.2(c) For pupils unable to read accurately without help, the question-paper itself will be recorded by a teacher in the school, and the examinee will then have in front of him/her the written question-paper and the recorded question-paper. The teacher will record the question-paper after the examination has begun, so that the dyslexic examinee will begin the examination some half-hour after the other examinees. The examinee will record his/her answers on cassette (except for circling multiple-choice responses).

NOTE:

2. Examinees who find it very difficult to write, due to muscular (motor) problems, but in other respects are able to answer in writing, will be allowed to use a typewriter or word-processor.
3. Examinees recording their answers will be seated in a separate room, under the supervision of an invigilator.
4. Examinees will be given an extension of examination time, up to 60 minutes maximum. This extension is "net", i.e. if a dyslexic pupil is seated in the same room as other examinees, he/she will receive a further 10 minutes to compensate for the time wasted while the others clear the room after their examination has finished.
5. Where the examination is done in writing (paragraph 1.1 above), examiners will ignore spelling mistakes and poor handwriting. Where the examination is recorded on cassette, examiners will evaluate examination performance only as recorded, and will consider the written answers only as a check (see paragraph 1.2(a) above).

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6. **Examinees must have sufficient practice in recording their speech well in advance of the examination itself; this need for practice also applies to the use of a typewriter or word-processor. Practice exams in class (בחינות מתכונת) should also be done on cassette, typewriter or word-processor.**
7. **Invigilators (משגיחים) must check the cassette at the end of the examination, but before the examinee leaves the room, in order to make sure that the answers etc. have indeed been recorded. The school will send the cassette, attached to the examination paper, to the Marking Center (מרב״ד) as a separate bundle (מנה); the examinee's number and the school number should also be indicated on the cover of the cassette.**
8. The former practice of an oral examination and/or an examinee dictating answers to a teacher who then copied them out, has been cancelled — in view of this new procedure of the examinee recording his/her answers."

■ Qualifications for Bagrut Examiners (Written Examination)

All examiners, no matter for which level of the written examination, must possess a teacher's licence for Grade 12, have presented classes for the Bagrut examination for the past four years at least, and be recommended by the local English ispector. Teachers currently serving as examiners for the written examination, as well as candidates for the position of examiner, who possess a licence up to Grade 10 only, should (if they believe they have the necessary academic qualifications) clarify whether they are entitled to a licence up to Grade 12 and/or apply for permission to study towards extending their licence to Grade 12. This permission is given in the form of a document, called כתב היתר in Hebrew, and specifies which courses and examinations the candidate has to do in order to extend his/her licence to Grade 12. In both cases, teachers should apply to:

המחלקה לדירוג עובדי הוראה, על־יסודי
האגף לכוח אדם
משרד החינוך והתרבות
ירושלים 91911

and enclose particulars of their existing licence, academic qualifications and experience (also their identity card number, which is also the number of their Ministry file). Among the programmes offered to these candidates, the OPEN UNIVERSITY offers correspondence courses for "Extension of English Teachers' Licences to Grade 12": apply to "School of Education, Open University, Rehov Klausner 16, Ramat Aviv". Examiners required by these regulations to extend their licence must do so by the Summer 1993 Bagrut date. These regulations do not apply, for the time being, to Oral Bagrut testers.

TRANSLATION SKILLS:
ENGLISH-HEBREW, HEBREW-ENGLISH SYLLABUS FOR SCHOOLS

(see notice in "Information for English Teachers", in this issue)

The syllabus for Translation Skills English-Hebrew, Hebrew-English was prepared by a committee appointed by the Curriculum Centre.

Member of the Syllabus Committee:
Prof. A. Levenston, Hebrew University — Chairman
Prof. Dov Spolsky, Bar-Ilan University
Pnina Rosenbluth, Mae Boyer High School, Jerusalem
Tzilla Kratter, David Yellin College & Rene Cassin High School, Jerusalem
Raphael Gefen, English Inspectorate, Ministry of Education and Culture

The syllabus draft was approved by the Advisory Committee for English, Ministry of Education and Culture. Chairman: Prof. Dov Spolsky.

Introduction

The programme "Translation Skills English-Hebrew, Hebrew-English" is an optional subject for the Upper Division. The syllabus is designed to enable pupils to acquire an understanding of the skills of translation and an adequate proficiency in translating written material of different kinds.

Training pupils who excel in language learning — both Hebrew and English — to translate material into and from Hebrew, answers an economic and social need of the State of Israel. The basic skills required will be taught within the framework of the Secondary School and will constitute a basis for further and deeper study of translation in institutions of higher education.

At a later stage it is intended to introduce additional options: to and from Arabic, and to and from other languages taught in the secondary schools. The syllabus will then be appropriately amended.

Aims

- to develop the learner's insight into the nature and significance of language as such, as a result of the confrontation between the mother tongue and the foreign language, while searching for equivalence in meaning.
- to stimulate in the learner an intellectual and linguistic challenge.

- to broaden the learner's competence in the mother tongue and the foreign language.
- to show the learner how to balance the competing claims of accuracy and fidelity to the source on the one hand, and appropriacy and idiomaticity in the target language on the other.

Organization of the Syllabus

The subject is intended to be studied only by pupils who excel in both languages — the source and the target language. At present, only Hebrew and English are involved. At a later stage, it will be possible to introduce additional options — in Arabic and other languages, with amendments dictated by the specific characteristics of those languages.

Target Student Body

General: pupils with school marks of 85% or more in both Hebrew and English at the end of 10th Grade.

Specification: The mark in English relates to the 5 Point level Bagrut school studies; the mark in Hebrew refers to the final mark scored on the Bagrut Examination in Hebrew Language (administered at the end of 10th Grade) and the prospects to obtain a high mark in the Hebrew Composition Bagrut examination at the end of 12th Grade.

Structure of the Syllabus

The syllabus is a 2 Point Bagrut programme, to be studied in Grades 11 and 12. The programme consists of 3 sections, which will be integrated at each stage of the course: translation skills, contrastive analysis and aspects of linguistics.

Two options are offered:

- translation from English into Hebrew;
- translation from Hebrew into English.

The option selected is based on the requirement that the learner have mother-tongue proficiency in the target language.

Specification of the Syllabus and Subjects

The subject of the course is the translation of written material into written form: it does not cover oral interpretation (whether simultaneous or from written texts).

The programme consists of 3 areas of study which are closely related and will therefore be integrated in the training process: translation, contrastive analysis, aspects of linguistics relevant to translation.

1003

1. Translation of Different Types of Texts

The textual material to be presented for translation should have been written in Standard Modern English or Standard Modern Hebrew. It should *not* include poetry, difficult (stylistically-marked) prose literary texts, technical or scientific writings, or highly colloquial conversation. It should include the following genres:

a. correspondence — personal, commercial and official letters.
b. instructions and explanations.
c. newspaper items and magazine articles of general interest.
d. straightforward narration and description.

Pupils will occasionally examine existing translations of various genres. This activity will illustrate to the learner some of the difficulties and dilemmas the translator experiences in the process of his/her work and incidentally refine the learner's monitoring of his/her own production.

2. Contrastive Analysis and Comparative Stylistics

This section of the syllabus should be closely tied to the exercise of translation skills, and should involve some systematic presentation of the different ways the two languages are organized. Teachers should point out in particular the interference caused by word-for-word translation, which ignores these differences.

The following aspects will be covered, as needed:

a. contrastive syntactic analysis
b. contrastive lexical analysis
c. contrastive discourse analysis.

3. Some Aspects of Linguistics Relevant to Translation

Teachers should find appropriate opportunities to introduce the following subjects, when dealing with the translation of specific texts:

3.1 Varieties of language
a. major regional dialects (British, American etc.)
b. levels of formality in source and target languages
c. the range of register in source and target languages.

3.2 Semantics (including pragmatics)
a. speech acts (as evidenced in writing)
b. collocations, metaphor, antonymy, synonymy, paraphrase
c. linguistic borrowing, loan translations
d. advanced dictionary skills (e.g. the use of a thesaurus).

3.3 Language change: grammatical, lexical and semantic change.

4. Final Examination

4.1 The examination will consist of a passage for translation of 300–350 words, in the field of serious journalism — a narrative or expository article. Examinees translating from English into Hebrew will have a passage in English, those translating from Hebrew into English will have a passage in Hebrew.

4.2 Examinees will also have to comment on 10 items underlined in the passage: idioms, complex grammatical structures, ambiguities, points of stylistic interest, or other items requiring comment from the point of view of translatability. These comments will be written in the language into which the passage is translated.

4.3 Examinees will be allowed to use any monolingual and/or bilingual dictionaries they wish.

(Additional information: the examination will last two hours.)

DYSLEXIA INSTITUTE ISRAEL

A communication from Lindsay Pe'er and Dr. Harry Chasty

Introduction

Until recently, recognition of dyslexia in Israel has been limited to children with severe reading difficulties, and lack of finance has seriously limited the teaching provision given to these children. No help has been available in the English language, and this has severely handicapped more able students who need the compulsory English qualification for entry to higher education and university courses. Because the necessary teaching provision was not generally available to enable the needs of students with less serious difficulties to be met in the ordinary classroom, these children usually underachieved very significantly on the curriculum of their local school. Many students were therefore unable to benefit from the teaching they received in school, and this leads to a great loss of talent for Israel.

Funded by the British Council, Mrs. Lindsay Pe'er, herself the mother of dyslexic children, travelled to England, and took the Dyslexia Institute's teacher training course. She completed in full the requirements for the British Dyslexia Association's Teaching Diploma, and was subsequently awarded Associate Membership of the British Dyslexia Association, the highest accolade

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for specialist dyslexia teachers in England. On returning to Israel, Mrs. Pe'er has worked in a very dedicated way in her post as Teacher-Counsellor for Dyslexia at the Israeli Ministry of Education and Culture. She has now established for herself a national reputation as a person with much expertise in dealing with the educational problems of dyslexics.

In *Dyslexia Institute Israel*, Mrs. Pe'er works in association with Dr. Harry Chasty, Director of Studies of the Dyslexia Institute, England, who has an international reputation as a teacher, teacher trainer and psychologist. Her address is: Rehov Shlomzion 21/5, Haifa 34406, Tel: 04-371582.

What is Dyslexia?

Research over a twelve year period confirms that dyslexia is an organizing or learning difficulty which restricts fine motor skills, laterality, and working memory competences, so causing significant limitations in the acquisition of some or all of the skills of speech, reading, spelling, writing, written expression of ideas, numeracy and behaviour.

Assessment in Israel

Dr. Chasty and Mrs. Pe'er have worked jointly to develop appropriate assessment procedures, which take due account of the circumstances which arise in Israel. Bilingual skills in Hebrew and English tend to distort students' learning styles, and the lack of appropriate norm-referenced tests is a restriction still to be overcome.

The aim of the assessment is to survey and document all the influences on the student's learning to enable an appropriate teaching provision to be made. The student's abilities and difficulties in learning are evaluated, and the relationship between the observed learning difficulties and student inefficiencies in the skills of speech, reading, spelling, writing, number, and social development are detailed, enabling major priorities and direction in teaching to be highlighted, so that a carefully documented teaching programme is available for the student.

Teaching

Dyslexic children can learn, but do so differently. In *Dyslexia Institute Israel* a child-centred approach is used which takes account of the student's abilities, difficulties and needs. The structured multi-sensory teaching methods employed make the most efficient use of the dyslexic student's limited information-processing competences, and facilitate much more effective recall and delivery of knowledge in the classroom. Teaching using these tried and well-validated methods will be available in *Dyslexia Institute Israel*. As well as developing the range of language and literacy skills which are usually weak in dyslexic students, *Dyslexia Institute Israei* will also offer teaching in the basic learning skills necessary for more effective literacy work and also for the student's school curriculum.

Teacher Training

It is inevitable that teachers should seek professionally credible training in the assessment and teaching procedures required to meet the special educational needs of dyslexic students. In response to this demand, Mrs. Pe'er has established teacher training courses in Haifa and Tel Aviv, each of which is currently training 16 teachers. These courses offer 168 hours instruction in Educational Theory, Psychological Background, and 40 hours Practice in Teaching, directly related to the education of dyslexics. When the required private study element is taken into account, total course time is some 300+ hours. Participating teachers are required to complete similar written assignments to those undertaken by the trainee teachers on parallel courses in England. These courses in Israel are of similar standing to those in England, and are recognised by the Israeli Ministry of Education and Culture (for appropriate salary increments [גמול השתלמות]). The *Dyslexia Institute Israel* Diploma is recognised reciprocally by B.D.A.

Further Professional Support

Teachers who have taken these courses of training will be offered membership of an association which will keep them informed of new developments in the field, and will run refresher courses each year.

The Role of Dyslexia Institute Israel

Dyslexia Institute Israel is a professional organisation, working under the direction of Mrs. Pe'er and Dr. Chasty to provide the essential services of assessment, teaching and teacher training. As circumstances permit, other members of staff will be recruited and trained to meet the needs of dyslexics on a national basis in Israel.

Fund Raising

The organisation has established a trust fund which has charitable status, and been recognized as an "amuta". This will enable major international fund raising initiatives to be taken to support the assessment, teaching, and teacher training necessary to benefit Israeli children in ordinary schools.

Needs

Dyslexia Institute Israel needs accommodation in Tel Aviv, Haifa and Jerusalem for its teacher training courses and other professional activities. It is desirable that this should be in a university or higher educational setting, which gives access to appropriate library, literature, support and teaching facilities.

Other Organisations Supporting, or Working in Conjunction with, Dyslexia Institute Israel

Dyslexia Institute Israel has major international support. Its teacher training programmes are acknowledged by both British Dyslexia Association's Board of Studies, and the Council of Dyslexia Institute. Both these organisations support the work currently being carried out. The Orton Dyslexia Society in U.S.A. is aware of these developments and is supportive. In Israel, Professor Reuven Feuerstein is also interested, and sees much scope for future cooperation in joint projects in assessment, teaching, and teacher training.

Future Aims

In pursuing this professional development, *Dyslexia Institute Israel* seeks to put the needs of the individual dyslexic first. In doing that, it must maintain its *independence* and increase its professional *specialism*. Independence is an important element in enabling client needs to be met in an unbiased way.

Dyslexia Institute Israel seeks to work with universities, institutions of higher education, and other professional groups, in a friendly and cooperative way, but must maintain its existence as a separate specialist organisation. Independence will enable Dyslexia Institute Israel staff to pursue, in a dedicated and single-minded way, the needs of the child failing in school, and the adult failing at home or in society. We ask, "If this person doesn't learn the way we teach, can we teach him the way he learns, and then develop his competences in learning?" This is a fair question, seeking a direct practical response which is, ultimately, our professional aim.

(Editor's Note: the above communication refers to an independent organisation, not officially connected to the Ministry of Education. Lindsay Pe'er's position as National Counsellor for Dyslexia in English is in addition to her work in the Dyslexia Institute, and as a Teacher-Counsellor she is avilable for consultation, teacher meetings etc. She has been awarded scholarships by the Anglo-Jewish Association and the British Council to study for an M.Sc. in Educational Psychology, majoring in Dyslexia.)

NOTES ON THE SURVEY OF ACHIEVEMENTS AND ATTITUDES TO ENGLISH AS A FOREIGN LANGUAGE

(in Grade Six in Hebrew-medium and Arabic-medium schools)

by *Hannah Winter*, English Inspectorate, Southern District

The purpose of this paper is to present the *Report on the Survey of Achievements and Attitudes to English as a Foreign Language in Grade Six in Hebrew-medium and Arabic-medium Schools in Israel.* The report, which has recently been published in Hebrew, edited by Michal Padua of the Curriculum Branch of the Ministry of Education and Culture, describes in detail and analyses a survey on English teaching conducted in May 1987. In October 1987, an interim report was issued, which I reviewed in the ETJ. I would now like to add a few remarks concerning the full report. The survey covered 96 Jewish schools and 29 Arab schools. The sample represented the population of the Israeli school system as a whole. The information was obtained through three questionnaires: one addressed to principals, another to English teachers, and a third one to pupils (attitude questionnaire) and an English language achievement test. This test comprised 84 items and covered the following areas: listening comprehension; reading comprehension; vocabulary; verbs, nouns and adjectives; tenses, etc.

The complete report is a considerably expanded, corrected and attractive version of the interim report. The report is in Hebrew, and addresses the wider public of educators and general readers interested in the subject. It includes many facts and conclusions, most of which will not come as a surprise to English teachers. The report includes a detailed and helpful analysis of the findings of the questionnaires and the tests. There is an introduction by Professor Elite Olshtain and a concluding chapter with recommendations, written by Professor A. Levy. A few statistical mistakes, which were found in the interim report, have been removed. In my opinion, the most significant correction is that according to the interim report (table 11, p. 13), the students of the Northern District (Jewish students only) had the lowest results in English (average 67.3 as compared, for example, to the Central District, whose students did the best — 84.4). In the final report (table 49, p. 93), it was the Southern District which did the poorest with 74 average (versus 84 for the Central District).

The main conclusions drawn from the survey can be summarized as follows: in spite of the fact that English is a difficult subject, it is considered by students, teachers (and the public at large) as a prestige subject. The attitudes expressed toward English teaching are positive and English classes are popular.

In the majority of the schools the teaching of English starts in Grade Four; in Grade Six it is usually given 3 or 4 hours a week.

About a quarter of the English teachers are not qualified. The condition of the equipment available in the schools for teaching English (books, pictures and other visual aids) is satisfactory on the whole, although, of course, it can be improved. At the time of the survey, only half of the teachers were aware of the existence of the syllabus and referred to it. There is a variety of textbooks (17!) in use, but the books used in most of the classes are *ESH 4/5* and *Here We Are*.

As far as teaching methods are concerned, the Jewish schools emphasize more the communicative approach, while in Arab schools traditional methods, such as rote learning, translation and copying, are still prevalent.

Concerning the use of the mother-tongue (Hebrew or Arabic) in teaching English, it is interesting to note the gap between the teachers' statement that they mainly use English in English lessons, and the pupils' testimony that this is not the case. (It should be emphasized that the survey was based on the teachers' and pupils' written answers in the questionnaires and not on actual classroom observation.) The discrepancy in the answers suggests that the teachers are aware of the need to teach English in English, but many of them cannot do it.

Regarding the assessment of the actual linguistic achievements — perhaps the central part of the survey — it should be pointed out that the purpose of the survey was not to find brilliant pupils, but on the contrary to locate the weak ones. It aimed at discovering pupils and schools that failed to reach the minimal standard of proficiency required by the syllabus for sixth graders. The test had been planned to help discern different levels of low achievements. On the whole, the results have been satisfactory: The percentage of correct answers in the Hebrew-medium schools was 80, and in the minimum difficulty items it reached 89; the results for Arabic-medium schools were 72 and 82 respectively. Nevertheless, the achievement level of 6 percent of the pupils can be characterized as "severe retardation in English", and a further 11 percent are "seriously backward"; the figures for the Arab schools are 13 and 15 percent respectively. A wide gap between the level of achievements in English of "good" and "weak" Jewish schools is another matter of concern (9 percent of weak pupils in the former, compared to 31 percent in the latter).

According to Professor Levy, the main recommendations resulting from the survey are the following: (a) The system of English teaching in Israel functions in a satisfactory manner. There is no need for far-reaching reforms, but rather a relentless continuation of existing efforts is called for. This may be more difficult than carrying out drastic reforms or "opening a new page". (b) More training and in-service courses should be offered to the unqualified teacher. The report notes that the percentage of unqualified English teachers (25%), although too high, is lower than in some other disciplines, such as geography or Bible. May I add here that the relatively low percentage of unqualified English teachers is not surprising, since teachers and principals believe (rightly or wrongly) that it is easier for a teacher to prepare courses in some subjects taught at schools and teach them even without proper professional qualifications, while teaching English requires language skills not easily attainable by self-teaching or one or two summer courses. (c) The report recommends that the professional teachers' journal (ETJ) should be more efficiently distributed, since only 40 percent of the teachers were at the time of the survey familiar with it. (d) Additional English lessons for weak pupils and schools should be arranged. (e) The syllabus should be made more easily available to the teachers. (f) The teachers are urged to make more extensive use of the means and enrichment materials available on the market to make English teaching more effective and attractive. (g) Teaching for communication skills should be encouraged at the expense of traditional methods like memorization, translation and copying. (h) It is possible that the rate of 6 percent of the hopelessly backward learners of English cannot be easily decreased in regular classes, but certainly the Arab sector, where the corresponding rate is as high as 13 percent, can narrow the gap with Jewish schools in this respect.

So much for the Ministry's conclusions and recommendations in the official summary of the survey. It is important to note that two and a half years have passed since the survey was conducted. The testees are now in Grade Nine. It would be natural to make a follow-up of the survey by conducting two further surveys: (a) For sixth graders of today, to see what has changed in English teaching in Israel during the last three school years. (b) For the same testees, now about to graduate from the Junior High (intermediate) school, in order to see what they have learned in that stage of their education.

The 1987 survey itself is certainly very interesting not only for teachers and inspectors of English and for policy-makers in the Ministry, but also for education researchers in Israel and abroad. Of course, such a survey is a necessary basis for further surveys and comparative studies. On a more immediately practical level — principals, whose schools were not sampled in the survey, may use the tests (which are appended in full at the end of the report) to assess how their school stands in comparison with the schools that were included in the survey.

The structure of the survey has led the analysts (primarily, but not only, Professor Levy) to pay special attention to the differences between Hebrew-medium and Arabic-medium schools to a degree which may have surpassed the intentions of the planners of the survey. Therefore, the report is of great interest and relevance to anyone studying or following the development of Israel's Arab population and Arab education in particular. Some of the findings will not surprise those familiar with Arab society. Generally, Jewish education in Israel has obvious advantages over the Arab sector. The English teachers in the Arab schools are as a rule less-qualified, less-educated, and less-experienced. Contrary to the opinion expressed in the report (p. 104), I do not think that the higher frequency of inspectors' visits at English lessons in Arab schools compensates for the lower exposure of the Arab teachers to in-service training and counselling. In the Jewish schools, English teaching benefits from extra-curricular activities far more than in the Arab counterpart. The Jewish pupil has easier access to more varied methods and enrichment materials (such as learning with the aid of computers). The report says that generally the English teachers in Jewish schools are more "professional", than their Arab counterparts: more of them are members of the organization of English teachers, more serve as coordinators of English at school, fewer are burdened by other tasks (such as being home-class teachers). It is interesting, but not really surprising, that while in Jewish schools it is the English teacher who determines which textbooks will be used, in Arab schools this decision rests with the teacher and the inspector equally.

Nevertheless and all the above-mentioned weaknesses notwithstanding, anybody familiar with the history of Arab education will be surprised by the extent to which the Arab sector has closed the gap with the Jewish schools. There can be no doubt that the Arab sector has been undergoing immense progress in the field of education as well as in other areas. The achievements of the Arab schools, particularly in the Northern district and in the cities, are impressive even if compared with Jewish schools. One can safely guess that a new survey conducted today would reveal further progress.

Another comparison, which could have been made on the basis of the data collected in the 1987 survey, is how English teaching in Jewish State-Religious schools compares with that of State schools. Unfortunately, such a comparison was not made in the report.

Finally, two remarks about the situation today: (a) After the completion of the survey, a new syllabus was issued in 1988. English teachers attended many lectures and discussions concerning the new syllabus, which is easily accessible to them and has been purchased personally by the majority of the teachers. (b) The distribution of the ETJ has improved and the publication reaches today a greater number of teachers; not only is it available through commercial outlets, but it is now part of the annual subscription to the English Teachers' Association (ETAI).

ENGLISH WITHIN THE LONG SCHOOL DAY — AND WITHOUT

by *Raphael Gefen*

Teachers of English, together with their colleagues in the other subjects, have all been disappointed at the slow introduction of the Long School Day, and with the reduced number of hours allocated to it. However, the process has begun (over 500 schools in the 1990–1991 school year), and no doubt the number of schools and of hours will increase year by year.

English is specifically listed as one of the "basic subjects" to be reinforced in the Long School Day, and pupils will without any doubt enjoy this opportunity for increased exposure to the language and for its further intensive and systematic study. English can also be one of the activities and projects undertaken in the "enrichment" programmes of the Long School Day, with of course a stress on different forms of learning the language. However, the suggestions I am making below must not be considered solely as part of the "enrichment" activities — most of them will also be part of the regular systematic lessons. Nor should these suggestions be seen by teachers as applicable to the Long School Day only — wherever possible and practicable they should also be part of the process of learning English in school in general, both within and without the Long School Day.

We must always bear in mind that the purpose of teaching English in Israel is to enable our pupils to acquire a foreign language *as a means of international communication* and, as has been pointed out in the Syllabus and in the pages of the ENGLISH TEACHERS' JOURNAL on numerous occasions, a communicative methodology is required in order to teach this communicative aim: you learn to communicate by communicating. And a central pillar in communicative methodology is to get our pupils to use English in the same circumstances and for the same purposes as an English mother-tongue speaker would (the same *circumstances* and *purposes* — not of course at the same *level* of proficiency; authentic use of language, not always or necessarily authentic language as such). This means focusing on the *message* (the contents) and not only on the *code* (the grammar etc.); however, we are concerned with English as a foreign language, learnt in school as one subject among many and in a general environment where the language of exposure and use is Hebrew or Arabic, so that we must avoid at all costs going to the extremes of the so-called "communicative approach", which ignores the necessity for intensive study from systematic courseware (textbooks etc.). It is still true to say, nevertheless, that too many teachers will teach too much "code" and not enough "message" (i.e. communicative activities), too much "accuracy" and not enough "fluency" and "appropriacy", as these concepts are defined in the Syllabus.

I would therefore suggest that teachers (within and without the Long School Day) consider the following programmes, whether as part of their regular lessons or as enrichment activities.

1. C.A.L.L. — Computer-Assisted Language Learning

More and more schools are acquiring computers sufficient in number for classes to use as a learning medium. A largish number of software programmes have been written by Israeli teachers for use in our classes, geared specifically for Israeli learners; also, publishers abroad have been producing English Language Teaching software programs, many of which are suitable for our classes; and there is also the wide world of computer programmes not written as ELT material and therefore appropriate as "English for Use" and not intended as material for learning the language. Where conditions permit, the computer can be used as a tool for individualized learning (different programmes for different pupils), pair-work or group-work, as well as for the class as a whole. (See the articles on C.A.L.L. in this issue of the JOURNAL).

2. Teaching By Video

A large number of video cassettes are now available, including all the programmes of Israel EDUCATIONAL TELEVISION, so that classes are not tied to open-air broadcasting times. In addition, some ELT video series from abroad (BBC, Longman, Oxford) are also useful as material to *supplement* the regular textbooks being used (i.e. as distinct from Israel ETV programmes, where the telecast/video is the central component of an integrated multi-media course comprising also a textbook for intensive study, audio-cassettes and a Teacher's Guide) or as *enrichment* material. (See the catalogue of video-cassettes in this issue of the JOURNAL.)

However, a communicative approach in the aims and methods of teaching English in Israel means we should also use videos, films, open-air telecasts etc., which were not produced specifically for teaching English as a foreign language: material from other subject-content areas and culturally-enriching material which contains positive educational aims.

As with computer software, the techniques involved depend on the availability of sufficient numbers of hardware: whole-class viewing, group-viewing, pair-viewing or even individual viewing (even homework viewing of a video borrowed from a school library — as a goal to be reached before the end of the Twentieth Century?)

3. An English Club, including School Drama Groups

I would suggest the setting up of an English Club as an optional activity for advanced pupils in secondary schools (open to the whole school — not limited to one class or age-cohort), probably as an afternoon programme: a debating society, guest lectures, drama groups (play-reading or even full dramatic performances), inviting performances by visiting drama groups, and film viewing (followed by discussion — a school "cinemateque"). Members of the Club might also, in after-school hours, go to an English-language theatre performance, see a recommended English-language film at a local cinema, or attend a public lecture in English — and discuss it at the next meeting of the "Club". Members could also do voluntary social work with English-speaking new immigrants, in one framework or another.

4. "The English Library Hour"

Pupils get very little opportunity for individual extensive reading, although it is a language skill we are all anxious to foster. There are so many attractive, interesting and enjoyable "Simplified Readers" on the market, at all levels of difficulty, and a major priority in every school should be to set up an English library; in addition, the British Council libraries in Jerusalem and Tel Aviv, the Karten A.J.A. library in Haifa, many Public Libraries and some local Pedagogical Centres (the latter with stocks generously donated by the British Council) have good collections of Readers in simplified English. The Anglo-Jewish Association are now seeking ways of setting up similar lending libraries in other parts of the country, in co-operation with the Ministry of Education English Inspectorate and the municipalities.

During this "hour" (a flexible chronological concept of course), pupils will be able to read these "Readers", magazines (youth magazines from abroad, special-interest magazines such as the "National Geographic"), and newspapers (both the many newspapers in simplified English published in Israel and abroad and unsimplified English-language newspapers published in Israel and abroad). The main purpose of this reading is to read, to improve fluency in reading and to reinforce and expand vocabulary, grammar, discourse structure, etc. — and to learn about "life" and so become more educated and more cultured individuals. But pupils should find this reading to be an enjoyable experience, so teachers should cut "exercises" to a minimum and check whether the reading has actually occurred by discussing the *contents* (not the language) or by reporting on the reading done (this reporting to be done in English or in

Hebrew/Arabic, in essay form or as answers to a questionnaire, in writing or on an audio-cassette).

5. English Conversation Practice

There is never enough time in regular lessons for developing oral communication skills, for various reasons with which teachers are all too familiar; any additional English should include oral work — group discussions (sometimes recorded on cassette), individual speeches, role-plays etc. I hasten to add, however, that these suggestions for "English Conversation Practice" not be limited to any *extra* time for English — oral work is an essential part of *every* English lesson. I welcome the growing tendency among teachers to allocate "oral homework", whereby the pupil records his/her own English (a diary, answers to questions set, a "speech", even an interview or a discussion with a partner) on a cassette, which is then handed in to the teacher the next day. This assignment is very popular among pupils at all levels and ages, whether because of the genuine communicative nature of the activity, the attraction of the modern "hi-tech" involved, or simply the different teacher-demand made — not just writing, writing and more writing.

6. The English Choir

Obviously, an English Choir is a desirable activity in learning English: not just the whole class singing songs as part of the regular content of the lesson (a teacher who does not get pupils to learn and sing songs is missing out on one of the most painless ways of learning the language), but a group of volunteer pupils who like singing and have good voices. And the repertoire would reflect their abilities and interests.

7. Listening Practice

Listening to ELT taped material, whether it be courses in Listening Comprehension or just audio-cassettes accompanying textbooks or video-cassettes, is central to all our teaching, and a *good-quality* tape-recorder is essential equipment for every teacher to be used wherever possible in the regular English lessons (including using a tape for dictations, reading a text to the class, stimuli in drills etc.); in any additional time available, Listening Practice is a "must" for the sake of the extra exposure involved (and the variety of accent etc.). A language laboratory is a very useful and desirable piece of hardware; a 'mini-lab' of a special cassette player or two with a number of earphones plugged in is a less-expensive (but more restricted) alternative; and which pupil does not possess a tape-recorder/cassette player? As with video and film, the material listened to does not have to be manufactured specifically for ELT: upper grades can listen to plays, poetry, fiction and non-fiction prose (the cassettes produced jointly by Educational Television and the Open University of the English Bagrut literature programme are an interesting example of combining good listening with Bagrut examination preparation), lower grades can listen to songs, anecdotes, narratives etc.

As part of the Listening Practice and Oral Production activities suggested here, groups of pupils could become a "school radio station", broadcasting via cassette (or the school loudspeaker system) news and other programmes in English; within the next few years we shall also see video cameras used more in schools — another opportunity for oral/aural work but with the addition of the visual dimension, with the possibility of a "school-closed-circuit-TV station", certainly realizable within this last decade of our century.

8. Self-Access Learning Centres

Many of the above suggestions can be implemented within the framework of a 'Self-Access Learning Centre' and a large number of schools in Israel have set up such Centres. In such an "English Room", there will be a Listening Centre, a Viewing Centre, a Library section, and special sections for workcards (grammar exercise sheets, Reading Comprehension sheets, model tests and other kinds of practice material — together with answer keys and explanations, so that it is genuinely self-access and self-evaluation). The essence of the Centre is individualized self-instruction, and the role of the teacher is to organize the material interestingly and attractively and to encourage and guide: the teacher as a facilitator of learning.

9. Language Tutorials

I have stressed above that most of these suggestions are applicable at all levels of learning, the less-able as well as the average and the above-average. However, as always, the English teachers are especially concerned with their weaker pupils, so that any Long School Day programme will make special provisions for less-able learners. Remedial programmes with multi-media courseware will be used, and the possibility of individual assistance to less-able learners given by their more advanced fellow-pupils (whether in the same class or by older pupils) should also be considered.

10. Creative Writing

Last but not least, groups of "creative writers" can be set up at different levels and age groups. "Pen-Pal Correspondence" should be encouraged as a genuine communicative activity and as an educational goal of international understanding. As articles on C.A.L.L. in this issue suggest, we are now beginning with international telecommunication — "electronic mail", corresponding via computers. Producing class or school newspapers in English is a well-known creative writing activity, done in English classes for many years now; once upon a time, these newspapers were produced on duplicating machines, but nowadays electronic typewriters, word-processors and photocopiers result in attractive "desk-top" publications.

English Teaching in the 1990s

Some of these suggestions may seem Utopian in view of current difficulties in administration, the time available, classroom size, bagrut restrictions etc., but difficulties are there to be overcome. Education is changing, new techniques are becoming more and more available (and relatively cheaper) and English teaching will continue to be in the vanguard of educational change, examining new ideas and new hardware, evaluating them in terms of the aims of Israeli education in general and ELT in particular—and, if adopted, adapting them to the practical needs and financial circumstances of the Israeli classroom.

HI-TECH IN THE ENGLISH CLASSROOM
Computers, Video- and Audio-Cassettes

CATALOGUE OF AUDIO-CASSETTES & LANGUAGE LABORATORY MATERIALS (July 1990)

Compiled by *Raphael Gefen*

GENERAL: "Shiron", with accompanying Songbook	Min. Ed. Ped. Centres
GRADES 4, 5, 6	
1. **Let's Read & Write**, accompanying textbook of that name	Univ. Publ. Projects
2. **We Live on Telem Street**, accompanying textbook of that name	Univ. Publ. Projects
3. **Welcome to Telem Street**, accompanying textbook of that name	Univ. Publ. Projects
4. **Joey and Liz in Space**, accompanying textbook of that name	Univ. Publ. Projects
5. **Neighbours**, accompanying textbook and telecasts of that name (cassette 1)	ETV, Ped. Centres
6. **Here We Are**, accompanying textbook and telecasts of that name (cassettes 2, 3, 4)	ETV, Ped. Centres

7.	**Candy Can Do It**, accompanying textbook and telecasts of that name	ETV, Ped. Centres
8.	**I Can Read English**, accompanying textbook of that name	Fuchs
9.	**My English Book**, accompanying textbook of that name	Fuchs
10.	**The Visitor International**, accompanying video of that name	Longman
11.	**English Calling**, accompanying textbook of that name	Univ. Publ. Projects

GRADE 7

1.	**Lexiland**, accompanying textbook of that name	Eric Cohen Books
2.	**Fun in the Sun**, accompanying textbook of that name (weak learners)	Eric Cohen Books
3.	**Gabby and Debby**, accompanying textbook and telecasts of that name (cassettes 5, 6, 7)	ETV, Ped. Centres
4.	**Debby in Hospital**, accompanying textbook and telecasts of that name (cassettes 8, 9)	ETV, Ped. Centres
5.	**Adventures in Listening**, accompanying Regular Edition of **Gabby and Debby** and **Debby in Hospital** (cassettes 15, 16)	ETV, Ped. Centres

GRADE 8

1.	**English for Israeli Students: A Language Laboratory Course, Part 1**	Hebrew Univ. Sec. School
2.	**Up to the Top**, accompanying textbook of that name (weaker learners)	Eric Cohen Books
3.	**I Heard That**, listening comprehension course, accompanied by textbook and Teacher's Edition (2 cassettes)	Univ. Publ. Projects
4.	**Mixed Bag**, accompanying textbook of that name	Eric Cohen Books
5.	**On the Spot**, accompanying textbook of that name; also a cassette accompanying the Teacher's Guide	Gestalit
6.	**Teens Work It Out**, course, accompanied by textbook (weaker learners)	Univ. Publ. Projects
7..	**Television Tales**, accompanying textbook and telecast of that name (cassettes 10, 11)	ETV, Ped. Centres

GRADE 9

1.	**Stepping Stones**, accompanying textbook of that name	Eric Cohen Books
2.	**I am a Teenager**, course, accompanied by textbook (weaker learners)	Univ. Publ. Projects
3.	**Destination English**, accompanying textbook of that name	Kernerman
4.	**English for Israeli Students: A Language Laboratory Course, Part II**	Hebrew Univ. Sec. School
5.	**Listening Comprehension** ("Pedagogical Pop" etc., BBC)	Min. Ed. Ped. Centres — on loan only

GRADE 10

1. **Meaning in English**, accompanying textbook of that name	Eric Cohen Books
2. **Our Kind of English**, accompanying textbook of that name	Eric Cohen Books
3. **Here, There and Everywhere**, accompanying textbooks and telecasts of that name (cassettes 12, 13, 14, 17)	ETV, Ped. Centres
4. **On the Way to English**, accompanying textbook of that name (weaker learners) (in preparation)	Kernerman
5. **Communicating in English I**, accompanying textbook of that name	Kernerman
6. **Follow Me**, to accompany video series (2 cassettes)	BBC
7. **Closing Circles**, accompanying textbook of that name	Kirschenberg

GRADES 11, 12

1. **Ties**, accompanying textbook of that name	Eric Cohen Books
2. **It Stands to Reason**, accompanying textbook of that name	Eric Cohen Books
3. **Literature Programme for Bagrut** 1. The Standard of Living; Eveline 2. Everything That Rises Must Converge 3. The Blind Man 4. The Blind Man (cont'd); Poetry 5. My Dungeon Shook; One Vote for This Age of Anxiety	ETV, Open University
4. **Learning to Listen and Listening to Learn** (2 cassettes) course, with accompanying textbook	Open University
5. **Bagrut — Listening Comprehension Test** (4 cassettes) 1. 1979-1983 examinations 2. 1984-1986 examinations 3. 1987-1988 examinations 4. 1989-1990 examinations	Min. Ed. Ped. Centres
6. **New Ways to English I**, accompanying textbook of that name (weaker learners)	Kernerman
7. **New Ways to English II**, accompanying textbook of that name (weaker learners)	Kernerman
8. **Communicating in English II**, accompanying textbook of that name	Kernerman
9. **Communicating in English III**, accompanying textbook of that name	Kernerman
10. **Ready to Speak** (preparation for the Oral Bagrut), accompanying textbook of that name	Kernerman
11. **Practical English**, accompanying textbook of that name	Lipsey

CATALOGUE OF VIDEO MATERIALS (July 1990)

Note: Israel ETV courses are all multi-media and are counted as "authorized courseware"; video series from abroad are for supplementary purposes only and classes using materials from abroad must also use systematic courses published in Israel and listed in Ministry of Education catalogues. The only video course from abroad approved by the Ministry is "Follow Me", Units 1–30 (weak learners — Grades 10–12), which also requires a supplementary textbook; other videos may be used at the teacher's discretion.

GRADES 4, 5

1.	**Dan and Edna** (3 cassettes), with accompanying textbooks (being replaced)	ETV, Ped. Centres
2.	**Candy Can Do It** (3 cassettes), with accompanying textbook, audio-cassette and Teacher's Book (to replace **Dan and Edna**)	ETV, Ped. Centres
3.	**Neighbours**, with accompanying textbooks, Teacher's Guide and audio-cassette (8 video-cassettes)	ETV, Ped. Centres
4.	**Muzzy in Gonzoland** and **Muzzy Comes Back**, with accompanying workbooks, audio-cassettes, songbooks, games, 4 videos (enrichment for young learners)	BBC

GRADE 6

1.	**Here We Are** (8 cassettes), with accompanying books and 3 audio-cassettes	ETV, Ped. Centres
2.	**The Visitor International** (science fiction; enrichment), 1 video-cassette, with accompanying textbook, 2 audio-cassetes and Teacher's Book	Nelson/Longman
3.	**Reporters** (enrichment), 1 video cassette, with accompanying Student's Book and Teacher's Manual	Swedish Broadcasting and BBC

GRADE 7

1.	**Gabby and Debby** (2 cassettes), with accompanying textbook, Teacher's Guide and audio-cassette (to be re-produced)	ETV, Ped. Centres
2.	**Debby in Hospital** (3 cassettes), with accompanying textbooks, Teacher's Guide and 4 audio-cassettes (2 for advanced learners, 2 for weaker learners) (to be re-produced)	ETV, Ped. Centres
3.	**Barn Theatre** (enrichment), 1 video-cassette, with accompanying Student's Book and Teacher's Manual	Swedish Broadcasting and BBC

GRADE 8

1.	**Crime and the Law** (2 cassettes), with accompanying textbook and Teacher's Guide	ETV, Ped. Centres

2.	**Television Tales** (3 cassettes), with accompanying textbook, Exercise Book, Teacher's Guide and 2 audio-cassettes	ETV, Ped. Centres
3.	**English! English! English!** (2 cassettes), with accompanying textbook and Teacher's Guide	ETV, Ped. Centres
4.	**The Lost Secret** (2 cassettes), with accompanying textbook and Teacher's Guide (for weaker learners; "thriller" type entertainment; meant for adults)	BBC

GRADE 9

1.	**English by Television** (9 cassettes), with accompanying book and Teacher's Guide (supplementary material)	ETV, Ped. Centres
2.	**Sherlock Holmes & Dr Watson Series**, Level 1 (The Case of the Sitting Target, The Case of the Deadly Tower, The Case of Harry Rigby, The Case of Magruder's Millions), 4 cassettes with accompanying workbooks	Longman
3.	**Grapevine**, Level 1 (2 cassettes), with accompanying "Video Activity Book" (weak learners)	OUP

GRADES 10–12

1.	**Mission Possible** (1 cassette), with accompanying workbook (weak learners)	ETV, Ped. Centres
2.	**Here, There and Everywhere**, series, with accompanying textbooks, Teacher's Guides and 4 audio-cassettes: 1. On the Move 2. Out on Your Own 3. Different Viewpoints 4. Along the Way	ETV, Ped. Centres
3.	**Hello Israel** (Grade 12) (4 cassettes), with accompanying workbook and Teacher's Guide	ETV, Ped. Centres
4.	**Follow Me** (4 cassettes), with accompanying 3 workbooks and 2 audio-cassettes (weaker learners: "Gemer" and 3 Point Bagrut), Units 1–30	BBC
5.	**Oral Bagrut Examination** (Grade 12)	Min. Ed. Ped. Centres
6.	**All My Sons**, with accompanying book	Eric Cohen Books
7.	**Follow Me** (4 cassettes), with 2 accompanying workbooks and 2 audio-cassettes. Units 31–60 (Bagrut 4, 5 Points)	BBC
8.	**Follow Through** (4 cassettes), with accompanying Student's Book, Teacher's Manual, 2 audio-cassettes (Advanced Level)	BBC
9.	**Sherlock Holmes and Dr Watson Series**, Level 2 (The Case of the Perfect Crime, The Case of the Travelling Killer, Blind Man's Buff, The Case of the Body in the Case), 4 cassettes with accompanying workbooks	Longman
10.	**Two Days in Summer** (2 cassettes), with accompanying workbook and Teacher's Book	Longman

11.	**Face the Music** (2 cassettes), with accompanying workbook and Teacher's Book	Longman
12.	**A Weekend Away** (2 cassettes), with accompanying "Activity Book" and teacher's "Video Guide" (for weaker learners and/or revision) (references to non-kosher food)	OUP

REPORT ON SOFTWARE ASSESSMENT: SELECT CATALOGUE

by *Tzilla Kratter*, National Teacher-Counsellor

About 20 Israeli software producers have submitted 75 programmes of educational software to the National Courseware Evaluation Department at the Centre for Technological Education in Holon. This department will shortly publish their evaluations in the form of a file (אוגדן) consisting of information (target audience, number of computer lessons etc.) and evaluation of each approved programme. An appropriate announcement will be made in the חוזר המנהל הכללי and schools will be able to purchase this very comprehensive file by applying to Mrs. Esther Diamant, Head of National Courseware Evaluation Department, Centre for Technological Education, 52 Golomb Street, Holon, Tel. 03-5028904.

A lot of work has been put into creating the file, and English teachers will have just cause to appreciate the effort that has been involved in this assessment. The underlying purpose for publishing the file is to help schools and teachers in choosing suitable software for their pupils. However, the final decision — as always — lies with the teachers, and just as they do with new books, teachers should check the programmes before purchasing them. Teachers, especially those new to computer use, can find out about the various introductory courses for teachers (see article on "Computer Counselling for English Teachers" in this issue).

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A. Approved software

Directory for IBM

Class	Publisher	Name of Program
4/5–8	Logal	Bingo (game and generator)
4/5–9	Logal	Times 4 (game and generator)
4/5–9	Logal	Memory (game and generator)
4/5–9	Logal	Tidbits (game and generator)
?	Logal	Reader's Quest (generator)
4/5–6	Sader	D 1-5
4/5–6	Sader	E 1-5
4/5–6	Sader	F 1-5
6–7	Matach (Centre for Educational Technology)	Match Me (generator)
4/5	Shacham	אנגלית ד'
6	Shacham	אנגלית ו'
7	Shacham	אנגלית ז'
5–12	Tekoa	Match Maker (generator)
7–9	Tekoa	Tutor Text A (generator)
7–9	Matach	Missing Links
10–12 Tech	מאה (Institute for Teaching Aids)	Technical English (TECA)
12	Hana Roth	English for All — Literature

Directory for Apple

Class	Publisher	Name of Program
		Turn On To Reading I
		Module A:
7–9	Ramot	How to use a dictionary
7–9	Ramot	Snorkeling
7–9	Ramot	Balloons
7–9	Ramot	The Legend of the Two Volcanoes
		Module B:
7–9	Ramot	The Helicopter
8–9	Ramot	Protective Coloring
		Module C:
8–9	Ramot	The Process of Paper Making

8-9	Ramot	The Mystery Games
8-9	Ramot	Leonardo da Vinci
		Module D:
8-10	Ramot	Astrology
8-9	Ramot	Dolphins

Directory for Commodore

Class	Publisher	Name of Program
5+ remedial	Telem	Ben's Class
5-6+ remedial	Telem	The Picnic
5-6+ remedial	Telem	Avi's Room
4/5-12	Telem	Cross the River (generator)

Dictionary

unlimited	Romtech	Milonit — the electronic dictionary

B. In the final stages of being approved:

Directory for IBM

Class	Publisher	Name of Program
5-6	Best	המילן המצויר
8	Beth Rutenberg	Let's Learn English
9-10	Telem	Fun at the Fair
7-10	Jimmy Backer	4 Programs (generator)

Directory for Apple

Class	Publisher	Name of Program
	Telem	Noam & Leor
9	Telem	UFO's
9-10	Telem	UFO's Sighted
		Turn On To Reading II

9–11	Ramot	Dear Editor, I, II
7–9	Ramot	The Lie Detector
8–9	Ramot	Unscramble Me
7–9	Ramot	Puppets, I, II

Directory for Commodore

Class	Publisher	Name of Program
		Turn On To Reading I
		Module A:
7–9	Shacham	– How to use a dictionary
7–9	Shacham	– Snorkelling
7–9	Shacham	– Balloons
7–9	Shacham	The Legend of the Two Volcanoes
		Module B:
7–9	Shacham	– The Helicopter
8–9	Shacham	– Protective Coloring
		Module C:
8–9	Shacham	– The Process of Paper Making
8–9	Shacham	– The Mystery Games
8–9	Shacham	– Leonardo da Vinci
		Module D:
8–10	Shacham	– Astrology
8–9	Shacham	– Dolphins
9–10	Telem	UFO's sighted
9–10	Telem	Aztecs in Mexico

Directory for Amiga

Class	Publisher	Name of Program
6–7	Computras	Travelling Adventures in English

C. Other software submitted:

Quite a large number of programs have been submitted to the Holon Technological Institute but either have not been checked yet or need to be corrected. These include games, another dictionary and programs for elementary and advanced English by publishers such as CET, Logal, Shacham, Telem, Tekoa, Jimmy Backer etc. In addition, CET (Center for Educational Technology) has a large repertoire of programs for Grades 5 to 9 based on the TOAM mini-computer system: see the article by Fay Ginzberg in this issue.

D. Programs from abroad:

The aim is not to swamp you with hundreds of programs. Since software producers from abroad cannot be made to submit their programs for inspection by the Holon Centre for Technological Education, and yet some programs are used by teachers in Israel, the following is a short list. The choice is mainly of authoring programs (an authoring program indicates that teachers and students can write their own material as well as use the material which comes with the program). Another reason for choosing them is that they can all be run on IBM or compatible clones (some can be run on Apple IIs and BBCs).

Name	Publisher	Specifications
Storyboard	Wida	total deletion (authoring)
Choicemaster	Wida	multiple choice (authoring)
Clozemaster	Wida	cloze (authoring)
Fun with Text	Camsoft	authoring. See article by Debbie Toperoff in this issue.
Quartext	Longman	4 Text-rebuilding-through-guessing programs (authoring with separate Textloader)
Wordplay	Cambridge	See article by Debbie Toperoff in this issue.
Textplay	Cambridge	3 programs: cloze-type, re-arranging sentences, putting punctuation and capital letters into a text (authoring with separate Textwriter)
Carmen San Diego	Broderbund	analysing information, using reference material etc. game
Extra, extra	Milton Bradley	game
Wheel of Fortune	Shareware	game
London Adventure	Cambridge	English language teaching game

Addresses of the above software publishers from abroad

- Broderbund Software — P.O.Box 12947, San Raphael, CA 94913-2947, U.S.A.
- CUP — The Edinburgh Building, Shaftesbury Road, Cambridge, CB2 2RU, UK

- Camsoft — 10, Wheatfield Close, Maidenhead, Berks, SL6 3PS, England
- Longman — Longman English Teaching Services, Longman House, Burnt Mill, Harlow, Essex CM20 2UE, England
- Wilda Software Ltd. — 2, Nicholas Gardens, London W5 5HY, England

Bibliography

There are many books on using computers. I recommend only the following since it is a resource book. Moreover, it includes an extensive bibliography.
Hardisty, D. and Windeaff, S., CALL, Oxford University Press, 1986 (Resource Books for Teachers, ed. Alan Maley).

Further details of programs submitted and approved will be published in future issues of the English Teachers' Journal.

COMPUTERS IN TEACHING ENGLISH: THE PRESENT AND THE FUTURE

by *Tamar Feuerstein* and *Miriam Schcolnik*
Tel Aviv University

The purpose of this paper is to introduce, classify and discuss the educational characteristics of the most common types of programs in computer-assisted language learning (CALL). Many of the approaches to the use of the computer as an educational tool have changed in recent years. From a rather limited view of the computer as a generator of automated stimuli or a tool for programmed instruction, computer applications which represent a very broad spectrum of software types have developed.

The variety of computer programs and applications available for the English classroom probably results in confusion for the classroom teacher in those countries where there is an abundance of educational software available. In Israel, a relatively small number of educational software packages have been developed for use.

While some patterns in the use of educational software are becoming commonly agreed upon, there is still a lack of clarity concerning the use of computers in the classroom. Many teachers are not familiar with the medium, and as a result are reluctant to incorporate computer instruction into their curriculum.

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The medium itself, the use of specialized jargon, unclear evaluation criteria and lack of uniform standards are some of the causes of confusion.

One source of difficulty is that there is no uniform philosophy or methodology underlying the development of educational software. The courseware may reflect different schools of thought and a wide range of educational practices. Various learning and linguistic theories underly EFL courseware development. Moreover, the development of educational courseware does not necessarily follow the developments in the theoretical approaches to foreign language teaching.

There seems to be a general agreement that the simplest of all computer-based activities is the fully automated *drill and practice*. At a slightly higher level is the *tutorial*, which adds a teaching component to the practice mode and is therefore considered suitable for receptive learning. Computer *games* and *simulations* involve discovery and application of principles and concepts and are therefore higher in the hierarchy. *Word-processors*, graphic processors, data bases, electronic spreadsheets, *telecommunications* and a variety of authoring languages, systems and templates (activity generators) are now used for the development of many types of educational activities.

The variety of computer programs and the variety of underlying theoretical considerations result in a number of generalizations that concern the use of computers in the language classroom.

- The computer can be used either as tool, tutor or source of information and can be given almost any methodological application.
- All approaches to language instruction are equally valid concerning courseware development, whether cognitive, habit-formation, communicative, functional, or other.

As a result of the above points we can conclude that

- The computer can fit into any language curriculum.
- Programs should be adaptable to the requirements of various teaching and learning styles.

It is therefore essential that teachers acquire the tools for the evaluation of programs that are suitable for their teaching style, for their students' needs and learning styles and in accord with the demands of the syllabus.

Foreign Language Educational Software Models

The Computer as Tutor

This mode focuses on teaching activities. The computer acts as a tutor by presenting new material, explaining and clarifying, providing drill and practice tasks, judging performance and offering diagnostic summaries in the form of grades and/or definitions of problematic areas. In some cases, it provides prognostic feedback or prescriptions which direct the learner to the next activity or path. The preferred mode of instruction in this model is drill and practice, and the learning theory underlying the approach is that of habit formation.

The Computer as Teaching Assistant

In this mode, the focus is on learning activities and creative interactions. These interactions take place between the student and the computer, and in some cases involve interactive activities between students with the computer acting as a stimulus. Such practices are highly regarded by some experts, since they enhance "authentic" communication. The learning theory underlying this type of program is learner-centered and creates a "communicative environment".

Educational software in this category is essentially non-tutorial. It may include a variety of programs that allow manipulation of texts, decision-making, and problem-solving activities.

The Computer as Source of Information

The huge data bases existing on computers can be and are already being used to create a variety of learning environments. The computer is accessed as an instant library which sorts and classifies information and makes it available on request. In this mode, schools can be connected to each other, to information services such as newspaper agencies, libraries, consumer information services and the like.

The Computer as Game Master

A number of characteristic features are attributed to games as opposed to 'instructional programs':

- *Intrinsic Motivation:* (Shouldn't all teaching materials have this feature?) You play for the sake of playing, not because 'the teacher said so'. The activity is thus self-justifying.
- *Visual appeal:* For this purpose, it is usually visually attractive. This seems a trivial comment, but learners, especially younger ones, will judge a game as a game only when it fulfils this requirement.
- *Competition:* You may win a game, lose or give up. The competition may be between the learner and the computer or between the learner and other learners.
- *A set of rules:* If these rules are not obeyed, the game cannot proceed. Some game programs allow breaking the rules, but in that case, the player loses or forfeits something.
- *A built-in chance element:* It is not necessarily your 'knowledge' that determines the outcome; it may be chance.

"Storyboard" (Higgins, 1986) and similar programs, as well as some simulations, meet all game criteria. Aside from such ultimate cloze programs, where a complete re-construction of a passage is demanded, there are no notable developments.

Adventure games, which belong in this same category, present certain problems. The language of most adventure games is restricted. Most of them were not designed for the foreign language learner — they use highly sophisticated words on the one hand, and very restricted grammatical structures on the other. Some programs even display a specialized 'register' that is exclusively used for this purpose. They use 'telegraphic' sentences by forgoing function words. Thus, the language is not suitable for EFL, since it is artificial and similar to some pidgin languages. The content is often artificial, too. In most adventure games the player can be on the road to fame, by solving the most incredible, illogical problems. Of course, none of the existing adventure games are related to any syllabus.

Some programs that use a 'play and practice' approach can be used as "teacher assistants." These programs are limited in format and in "powerful ideas" (Papert, 1987).

Computer applications

The contribution of computer applications to the educational scene is becoming recognized. The word-processor is gaining a special status in the development of both the writing and the reading skills. The word-processor has many advantages over rigid educational software. There are practically no development difficulties or complications, and while it is used for real-life applications, it can be used to generate valid language tasks.

The instrumental uses of word-processors are practically unlimited. The ease of text-manipulation through the use of word-processors has been capitalized on for teaching and practicing, among other things,

* proofreading and punctuation skills,
* re-ordering of language segments — from single letters to whole paragraphs,
* applications that use the 'find' and 'replace' functions.

In writing lessons the word-processor has been used, among other things, for

* precis-writing and summarizing,
* re-writing and editing,
* collaborative writing,
* creating texts according to specifications,
* cumulative writing.

It has also been used very successfully for reading comprehension activities (Schcolnik, 1987) such as

* sequencing or re-arranging sentences and paragraphs,

- locating main ideas,
- locating supporting details,
- distinguishing gist from supporting details.

Other uses include

- grammatical fill-ins,
- teletext simulations — the computer as a bulletin board which provides information about curricular and extra-curricular activities to teachers and students alike.

Data-base programs also offer interesting possibilities for the language classroom. They can supply factual information, opportunities for categorization activities and information searches. Data-bases can also be used as conversational stimuli, assuming a 'communicative' function.

Telecommunication applications have recently been introduced into some of the schools. They offer an array of possible uses for both teacher and student. Teachers can use telecommunications for professional consultation and the planning of activities, while students can take advantage of telecommunication applications such as inter- and intra-school simulations, corresponding on specific topics, social pen-pal correspondence, sharing of information bases, and conferencing.

Interactive Video and Audio

The computer in conjunction with video and audio technologies is already being used for language instruction which aims at the receptive as well as the productive skills by exposing learners to "authentic" language encounters. These technologies also prompt learners to communicate through several channels by activating all available language skills while actually participating in simulated situations.

Some Predictions for the Future: The Expert System — Artificial Intelligence

Research in artificial intelligence is very promising. Some "intelligent" language programs have already been developed and there are prospects for more programs that will have the ability to draw on encyclopedic knowledge, make inferences and form judgements. These programs will have the capacity to handle human language through 'intelligent' parsing and computational analysis. Computers that recognize and synthesize speech are likely to enter the school scene.

The model will be very sophisticated. It will probably use a completely individualized sequence with real-time diagnosis and flexible adjustment to students' responses.

However, experts warn us that such programs will be limited and limiting in a number of ways. The domains of discourse (that is, the 'topics' the computers will have knowledge about) will be restricted by the information 'taught' to the computer. The computer will need to know all about a domain. If we 'teach' the computer about the classroom, we will have to define every possible interaction that may take place there. The experts will have to define every piece of knowledge given to the computer very precisely. Rules of inference will have to be carefully described. The hardware will have to be much more sophisticated and, therefore, more costly than that used in schools today.

If all these problems are solved satisfactorily, we can predict that the computer may assume a very central role in the learning process. It will have an enhanced capacity to evaluate students, select appropriate activities to deal with the individual's specific needs, determine the best type of exposure, select and determine activity types and sequence activities and lessons accordingly.

In sum, we may ask ourselves: Can we afford, on the verge of the 21st century, to ignore the computer revolution? Can we afford not to introduce computers into our language classrooms? On the other hand, if these developments materialize, will the teacher become redundant? Is this what language learning is all about? Do we want learners to be constantly at the computer? What about real-life communication? What about the emotive facet of language?

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Just Published!

A Book of Suggestions for Teaching "IMMIGRATION AND ABSORPTION"

Teaching new immigrant pupils, by **Miriam Kishon**

For teachers of Grades 7-12.
Published by Levinsky Teachers' College, Tel: 03-426162.

COMPUTERS IN EDUCATION: A DIFFERENT APPROACH

by *Pnina Kudish*, Beersheba

When computers were first introduced into the school system, people thought that they would revolutionize our educational system. It was believed that they would inspire changes in learning materials, organization and the role of the teacher. This has not happened! There has been no radical change. I would like to take a look at some of the reasons and suggest a different approach in the use of computers in education.

Most educators agree that computers should be used in education, but no one is quite sure what to do with them. The potential of this new tool has not been fully realized and until it is, we will still see headlines such as "Computers Failing as Teaching Aids", *Wall St. Journal* (June 6, 1988), or "Computers in the Classroom but No One is Paying Much Attention to Them", *N.Y. Times* (June 29, 1988).

From the very beginning there were different theories on how the computers should be used. When computers were first introduced in education, it seemed to be exactly what Skinner (1954) had in mind when he spoke about step-by-step instruction. Here was a tool that could be used to activate individual pupils. The pupil could work at his/her own pace and get immediate reinforcement. Learning materials could be broken down to small units and the pupil could enter his/her own answers after each short question. The questions could be phrased so that most of the time the pupil would get a correct response (about 95%, as Skinner suggested).

The majority of courseware developers have written Computer Aided Instruction (CAI) Programs based upon Skinner's philosophy. This approach is very convenient for the teacher, especially for "drill and practice". All the teacher has to do is give such a program over to the pupils and let them start working and getting feedback. Its principal criterion is improving learning achievements, measured by test scores. Its goal is "low road" learning and computers are basically viewed as "interactive textbooks".

If this is so "ideal", why are most teachers and pupils dissatisfied with CAI programs? Let us look at some of the drawbacks of CAI programs:

1. Most CAI programs are designed by courseware developers who have not had any classroom experience.
2. The program may clash with the teacher's pedagogical approach.
3. The teacher has no access into the program and cannot make any changes.

4. Courseware development is very expensive and all too often there is not enough material for a full course of study.

In spite of these disadvantages, computers are here to stay and the question is — how can we utilize them effectively?

Unlike the fears that most teachers have that they will be replaced by the computer, I think that today's teachers (as well as pupils) should be more active participants in the planning of materials and in curriculum development. The role of the teacher is using computers should be an active one. Only the teachers know their pupils, and they (together with pupils) should plan their course of study. This may sound like a revolution, but actually I consider it an evolution.

Dewey (1916) proposed in his theory of "progressive education" (it is still considered progress seventy-five years later) that in order for the child to develop freely he must be an active participant in the learning process. In order for children to function in a democratic society, schools have to be run in that way, i.e. schools should allow for more freedom of choice and an inclusive partnership in decision making and planning. Dewey believed, and I quote, "In a shared activity, the teacher is a learner, and the learner is, without knowing it, a teacher — and upon the whole, the less consciousness there is, of either giving or receiving instruction, the better".

Dewey (1916) believed that all students should be given the opportunity to develop his/her potential through individual work with the "guidance" of the teacher — not just frontal lessons, but students working alone and if they need help asking the teacher. Traditional teaching should be replaced with active, participatory, individual and/or group learning.

How can we achieve this kind of curriculum? Dewey's progressive ideas are geared to "high road" learning. Here the computer is an "expressive medium" controlled by its user through the use of open tools. One example of such an open tool is the word-processor, which will be expanded upon later. In this approach, learning achievements are not exclusively basic skills test scores but rather "high order" learning skills. Through the use of open tools in computers the pupil's role will change and so will the role of the teacher.

Let us look at the teacher's role today. Teachers have no say in the planning of the curriculum. This is left to the "experts". Apple (1968) says that there is a gap between the planning and between the actual carrying out of the lessons. Freire and Shor (1987) believe that the teacher should be the one to both plan and implement the lessons (not alone, but with the help of advisors and the pupils). Dewey (1916) says, "The vice of externally-imposed ends has deep roots. Teachers receive them from superior authorities, these authorities accept them from what is current in the community. The teachers impose them on the children. As a first consequence, the intelligence of the teacher is not free;

it is confined to receiving the aims laid down from above. Too rarely is the individual teacher so free from dictation of authoritative supervisory textbooks on methods, prescribed course of study etc., that he can let his mind come to close quarters with the pupil's mind and the subject matter. This distrust of teacher's experience is then reflected in lack of confidence in the responses of the pupils." This of course cannot be done without decentralization of the planning and breaking down the hierarchy that exists today.

A way to get around all the bureaucratic problems in using computers in education and curriculum development is to allow the teachers and pupils to be more creative and independent through the use of open tools, such as the word-processor. Some advantages of using a word-processor are:

1. Teachers can adapt the lessons to fit the students' changing needs.
2. Teachers can meet their own pedagogical requirements.
3. Teachers and students can achieve more interactive participation in the learning process.
4. Teachers can be more creative and become decision makers rather than just "problem solvers".

Let's take a look at some of the options that a word-processor has to offer (McWillaims, 1983):

1. Being able to make corrections and revisions more easily.
2. Being able to save material on a disk for later use by the teacher and/or student.
3. Being able to get a printout.

How can these options be used to enhance teaching and learning? I will describe the use of a word-processor as it applies to teaching English as a foreign language (TEFL), since this is a field that I have been involved in both as a teacher and a courseware developer. However, the concept may be applied to almost any discipline.

The Word-Processor and Teaching English

Let us take a look at the word-processor from the teacher's standpoint. By using a word-processor, a teacher can create lessons that will take the students through the writing process, i.e., spelling, vocabulary, syntax, etc., and from there to creative writing. The teacher can enter his/her own material and not be dependent on the curriculum. He/She can make changes and revisions as he/she sees fit. Teachers can easily adapt the texts and courseware to meet the specific needs of the individual student. Teachers can choose a text or create their own, and use it on different levels by making only minor changes. For example: The teacher writes a cloze passage where the students have to fill in the missing words. This can be done on three levels (Kudish et al., 1987; Kudish, 1988).

1. The "A GROUP" will receive the cloze without a bank of words to choose from.
2. The "B GROUP" will get the same cloze with a bank of words to choose from.
3. The "C GROUP" will see the same cloze but this time they will get the first letter of the word that is missing (plus the bank of words).

This can all be done with very little work. The material can then be saved on a disk for later use by the teacher and/or pupil. Teachers can get a printout with as many copies as they need. These printouts will be clear and legible. Where necessary, teachers can prepare answer files so that students can check their own work and make corrections.

The word-processor can be used for many projects and for almost any discipline. The teacher does not have to worry about running out of material. He/She just has to be a bit creative and willing to try things a little differently. It may be more time-consuming at the beginning, but in the long run it will save time.

The computer is a very motivating tool and students will be ready to make corrections and revisions more quickly. What other benefits will the students have from using a word-processor? Students can work at their own pace. They can enter their own material, and make corrections and changes without worrying about a penalty. They can learn through trial and error. Dewey (1916) says "The first stage of contact with any new material, at whatever age of maturity, must inevitably be of a trial and error sort".

When students have to analyze a text, they can choose or make up their own questions as well as answers. These questions can be given to and/or shared with other students. This way we can train students not only how to answer questions but also how to ask questions in order to encourage creative thinking. The word-processor as an "open tool" allows for this procedure.

Students can concentrate on the ideas of their writing without worrying about the aesthetic part of writing a paper. They know that they can always go back and make changes without messing up their paper or having to copy it over again. Students can work alone, in pairs, or groups to prepare projects. They can decide, with the help of the teacher, what materials to include in their work. Together, they can save their work on a disk. They can get a printout that may be given to the teacher or shared with the other students. Also, students will get proficient at typing, a skill that they will benefit from in the future.

"Students will spend their adult lives in a society which requires hi-tech skills. Increased emphasis on hi-tech can be done through the modification of the current curriculum. An excellent example is provided by the teaching of process writing in a word-processing environment." (*The Computing Teacher*, February 1983, p. 5).

Problems that might arise:

a. Are the pupils ready for this kind of responsibility?
b. Are the teachers ready for this new role of teacher-developer?

I will begin with the teachers: Elbaz (1981) believes that the teacher is not just a passive transmitter of knowledge. The teacher is capable of playing a role in the implementation of a new curriculum, adapting and changing the materials which come his/her way. The teacher has the ability to initiate and shape actively the classroom situation. She believes the teacher has "practical knowledge".

Elbaz (1981) sees the curriculum development process as a linear progression, with ends kept separate from means. One result is a radical distinction between theory and practice, with the consequent problem of how to "apply" theory in practice. It is the teacher's task to translate the theoretical into practice and carry it out in the classroom.

Elbaz (1981) refers to Connelly's (1972) "user developer theory", which acknowledges the autonomous decision-making function of the teacher in adapting and developing materials appropriate to his/her situation.

So why is there a fear of letting teachers write their own material? The teacher, unlike other professions, is not looked upon as a "professional". It is felt that his/her work should be controlled and evaluated. This is one argument against the use of the word-processor in TEFL.

Now for the pupils: Pupils need to be given the chance and the training to think for themselves and interact more in order to function in a democratic world, a world of technological development.

Freire and Shor (1987) believe that material should come from the pupil's world, as developed through dialogue between teacher and pupils. Then teachers will feel better about their profession. They will not be threatened by the new tools and the pupils will be more motivated to learn something that is meaningful, and something they had a hand in developing and planning.

"Computer Culture"

I wish to present two passages that were written almost forty years apart. They both express the desired goals of computer use in education. First, I quote from Skinner (1954):

"There is a simple job to be done. The necessary techniques are known. The equipment needed can be easily provided. Nothing stands in the way of cultural inertia. We are on the threshold of an exciting revolution, in which the scientific study of man will be put to work in man's best interests. Education must play its part. It must accept the fact that a sweeping revision of educational practices is possible and inevitable. When it has done this, we may look forward with confidence to a school system which is aware of the nature of its tasks, secure in its methods and generously supported by the informed and effective citizens whom education itself will create".

Now, almost forty years later, I quote from Peled et al. (1989):

"Computers are not just a passing fad. Computerization of education is an inevitable process impelled by two forces: first, the fierce economic-technological competition that characterizes the world today and imposes ever more severe demands on higher scientific technological skills, thus generating pressure on the part of parents, politicians and business people to impose computer usage in schools on teachers; secondly, widespread recognition that educational systems are undergoing an acute crisis expressed in low learning achievement, deterioration of the teacher's status and a widening gap between 'school culture' and 'real world culture' ".

The key words in both paragraphs, I believe, are "culture" and "inevitable". Whether we accept Skinner's philosophy of drill-practice ideas or the more progressive view of open tools, we know that computerization of the world is inevitable. It opens the options for re-involving teachers in the teaching and learning processes, motivating teachers to teach and learn better and thereby innovating education (change in teacher's role, school schedule, etc.).

The "computer culture" depends on sound policy decisions by policy makers on all levels and proper teacher training. The result is not predetermined, but it is necessary to steer education in what is considered "computer culture".

Unless there are changes made in the paradigm or model for curriculum development and the policy towards computer education, we will still be just talking about a revolution in education even fifty years from now.

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INTEGRATING COURSEWARE WITH LESSONWARE

by *Luis Osin*, Centre for Educational Technology

It is useful to distinguish, when considering computerized instructional materials, between those that cover a whole course, with the student progress being monitored by the instructional system ("courseware"), and those that are used as isolated units, usually for short independent lessons ("lessonware").

When the Centre for Educational Technology (CET), installed its first CAI school system (called TOAM), in 1976, it was a "courseware only" system, providing testing and practice in Arithmetic. The educational conception, the field implementation, and the success of the system were reported in Osin (1981). In successive years, CET developed courseware in additional subjects, with major efforts in Hebrew Reading Comprehension, English as a Foreign Language, and Arabic for Hebrew Schools. The structure of the computer system designed to support the student activities, while providing the teachers with detailed reports which allow for student-tailored instruction, was described in Osin (1984). Versions were developed in Arabic, Catalan, English, German and Spanish. Very large resources were invested in courseware development and, to give a measure of courseware extension, it is enough to mention that Hebrew Reading Comprehension covers Grades 2 to 7, and includes some 13,000 exercises. Courseware on a smaller scale was developed for other subjects, like Geometry and Physics.

CET is a relatively large educational institution, at least by Israeli standards (a staff of some 250 people, almost 100 of them in the Department of Computers in Instruction — which has responsibility for courseware development and testing, teacher training, schools supervision, and hardware supply and maintenance). It is then a natural objective for CET to tackle the development of courseware of national interest, while smaller organizations will tend to develop lessonware. Let us make clear from the beginning, that the distinction between courseware and lessonware does not imply a value judgment; it is possible to develop excellent lessonware and low quality courseware. The importance of the distinction refers primarily to a difference of scale. In the present situation, with 12,000 student terminals installed by CET, serving more than 100,000 pupils every year, it is justifiable, in educational and economic terms, to invest $1,000,000 in the courseware for one main subject of study. If this courseware is used for 10 years, then its cost for the school system is $1 per student per year.

Furthermore, courseware lends itself to, and helps to introduce in the school system, concepts of instructional administration. In particular, the reports that each teacher receives, with details about each pupil's performance, progress and difficulties, in each topic of each main subject, promote a change of teaching style, with the teacher evolving from frontal instruction to a pupil-tailored approach, recognizing individual differences and adapting instruction to each pupil's needs (Hativa, Shapira & Navon, 1990).

In addition to courseware, CET has developed educational versions of widely used computer tools: database systems, editors and spreadsheets, and provided teacher training to promote the use of these tools as part of instruction in various subjects.

Nevertheless, CET recognizes a fact that not every organization is willing to accept: there are more bright people outside CET than in CET. Why not embed excellent lessonware, developed by other groups, within the TOAM computer systems supplied by CET? Once the point is raised, the only question is: why didn't we do this before? The question deserves an answer. TOAM computerized systems were always time-sharing systems, with a central facility housing the rich library of courseware and software, and storing the student records and courseware statistics. The systems were always teacher-friendly, operated by pushing a button and selecting from menus. As a matter of fact, schools which selected the TOAM system would compare the vast library of organized courseware, where a pupil may work without any logistic burden placed on the teacher's shoulders, and where detailed class reports were received by the teachers, and contrast this environment with a collection of personal computers to be individually loaded with floppy disks (with maintenance problems), without class reports, and with the teacher having to decide which floppy disk to assign to each pupil.

A computerized system able to integrate the best of both worlds had to wait until the advances in computer and communications technologies, and the reduction in price of the required components, allowed for such a system to be designed within a price range schools are used to paying.

The New System — RAMA

The new CET system, called RAMA in Hebrew, has a central server, with a large hard-disk, linked by an Ethernet local-area network to up to 50 personal computers, which act as student stations or as teacher demonstration tools. The central disk stores all of CET's courseware and tools and, this is the novelty, a vast selection of lessonware developed by Israeli groups (LOGAL; the Curriculum Development Department at the Ministry of Education and Culture; the Knowledge Technology Lab at Tel Aviv University; the Department of Science Teaching at the Weizmann Institute). This, in addition to lessonware developed or translated (from SUNBURST Corp.) by CET.

Having all the instructional materials in a central library which serves all the users solves all the physical problems related to the floppy disks, but not the intellectual problems of assigning appropriate materials to each pupil. This part required an additional effort, which is best explained in three stages.

1. All the instructional materials were classified in two dimensions: subject matter, and type of instructional activity. The headings for subject matter are: Mathematics, Hebrew Language, Arabic Language, English as a Foreign Language, Physics, Computers and their Applications, and Other. This list will be expanded according to future developments. The headings for instructional activity types are: Testing and Practice, Tutorial, Microworlds, Educational Games, Tools, and Programming Languages.
2. All the lessonware units were mapped into grade-month ranges.
3. CET's testing and practice materials are organized in matrix structures of topics vs. levels (in other words, scope and sequence). For each subject, lessonware units were associated with the points in the matrix (i.e. a given level for a given topic), where those units could be of help.

Based on this infrastructure, a menu organization was prepared. When a student logs in at a terminal, his/her first step is to select a subject. Then, a second menu is opened, showing the types of instructional activity available for the subject selected. If testing and practice courseware exists for this subject, and the pupil is enrolled in it, then the pupil status, as reflected in the system records, determines which lessonware units will be recommended by the system, according to the mappings that were defined in stages 2 and 3. Note that two types of recommendations are involved: one, that presents the units appropriate to the student's level (according to stage 2); another, only when the student has shown difficulties at certain subtopics, then the units that may help him/her in overcoming these difficulties are listed (according to the information gathered in stage 3). When the student makes the second selection (type of instructional activity), then the names of the units that satisfy the preceding conditions are shown, and the student makes the final selection and starts to work.

If the student terminals are organized in a computer lab, the teacher may constrain the students' selection, by determining which subsets of subjects and instructional activities he/she wants the system to present to his/her class. For this teacher activity a very friendly user interface has been developed, and it may be performed at the beginning of each session, demanding less than a minute of teacher time.

Structured Courseware and Free Interactive Lessonware

Present technology allows us to integrate the advantages of structured courseware, where student monitoring provides feedback to students and teachers, with free interaction lessonware, which may raise student motivation and lends itself to exploratory and self-guided activities.

Serious developers of computerized instructional materials, in the Israeli educational system, may enjoy an environment where the logistics are taken care of, where the schools receive pedagogical and technical support, and where the guidance for the improvement of instructional methods and contents is part of the system philosophy. Pupils may enjoy simultaneously the field-proven CET's courseware, the large variety of instructional programs developed by LOGAL (a group founded by kibbutzim from the Galilee), the beautiful simulations developed by Tel Aviv University's Knowledge Technology Lab, the Mathematics programs produced by the Department of Science Teaching at the Weizmann Institute, which is the leading developer in this subject for Junior High Schools, the best programs developed at the Ministry of Education and Culture and, last but not least, a selection of programs developed by Sunburst Corp., one of the leading publishers in the American educational market.

This effort is conceived as one of the steps in the enormous task confronting all of us, which is that of restructuring the educational system in order to attend to the real needs of the learners and of society as a whole.

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ENGLISH COURSEWARE ON THE RAMA SYSTEM

by *Fay Ginzberg,* Centre for Educational Technology

The Centre for Educational Technology (CET) has developed the RAMA instructional computer network, which has been operational since early 1990. The new system is based on IBM PC/XT or compatible student stations linked by a local area network to a central AT-286 server. The main TOAM courseware programs (including the English practice and testing programs) are available on the RAMA system. In addition, the system permits schools to use the wide variety of courseware and software for PC/XT computers developed by CET and by other companies.

The new system maintains central pedagogic supervision while adding a degree of flexibility. It permits each student in the class to work on a different subject at the same time, within the bounds determined by the teacher. According to each student's placement in the practice and testing program, the system can suggest and offer supplementary computer activities in a variety of interaction types such as games, tutorials, microworlds, etc. If learning difficulties are detected, the system will suggest remedial activities that may help the student.

The following English courseware is available on the RAMA system:

Educational Games

SPELL 'N SMILE

SPELL 'N SMILE is a game that practises spelling and vocabulary. There are three levels in the game:
SPELL 'N SMILE 1 for Grade 5
SPELL 'N SMILE 2 for Grades 6–7
SPELL 'N SMILE 3 for Grades 8–9

The computer chooses a word and the student has to identify it by picking letters from the ABC list at the bottom of the screen. If the letter picked appears in the word, it goes into place. If the letter does not appear, the computer begins filling in the features of a face. If the student correctly picks the letters in the word, he wins the game. The student tries to complete the word before the drawing of the face is completed.

SPELL 'N SMILE is also available on diskette for IBM-PC computers and compatibles. The diskette contains a generator for adding words. A CGA graphic card is required.

HIT THE SPOT

HIT THE SPOT, a reading game for students in Grades 5–6, reinforces sentence recognition in English. In the game, the student identifies sentences in a short unpunctuated passage and "shoots" full stops into place. When a full stop appears in place, the letter at the beginning of the next sentence turns into a capital.

CAR RACE

CAR RACE, a game for students in Grades 6–7, practises identifying the present and past forms of irregular and some regular verbs in English. The player "drives" a car along a route on which verbs in the present and past tense appear. The player tries to touch verbs in the tense selected by the computer.

MATCH ME!

MATCH ME! is a series of 12 games for students in Grades 6–7. MATCH ME is a matching game that provides practice in vocabulary (opposites, synonyms, classification, etc.).

MATCH ME! is also available on diskette for IBM-PC computers and compatibles. The diskette contains a generator so that teachers or students can add their own material. A CGA graphic card is required.

M-SS-NG L-NKS

M-SS-NG L-NKS is a computer program developed by Prof. Judah L. Schwartz and Dr. Carol Chomsky for Sunburst Communications, a leading developer of educational material in the U.S.A. The program has been adapted by CET for use in Israel and is suitable for students in junior high and high schools.

In the M-SS-NG L-NKS game, passages are presented on the screen with some of the letters and words missing. Students reconstruct the original passage by filling in the missing letters one by one. Nine different formats are available including such possibilities as only the first letter of each word printed, only the consonants printed, etc. Students may allow themselves one to five guesses on a letter before the program supplies it.

M-SS-NG L-NKS consists of four programs which offer a variety of passages from children's stories (in Stories 1 and Stories 2) to subjects of interest for young people (in MicroEncyclopedia 1 and MicroEncyclopedia 2). M-SS-NG L-NKS is easy to use and it allows students to invoke their implicit knowledge of language to solve a problem, guided as well by their knowledge of the universe in which the passage is set.

M-SS-NG L-NKS is also available on diskette for IBM-PC computers and compatibles. The program consists of four diskettes. A CGA graphic card is required.

MAZES (in preparation)
MAZES is a program for junior high and high school students consisting of story mazes in English. The stories lead the reader on an adventure in the world of reading. Each story is designed like a maze and the reader has to decide which way to turn at certain points in the maze. The story develops according to the reader's decisions. A series of "sound" decisions will eventually lead the reader out of the maze. Other decisions lead him to a dead end. When this happens, the reader must backtrack, reread certain sections of the story and make other decisions in order to get out of the maze.

The stories were especially written for Israeli students and are set in familiar environments. In this way, students are encouraged to utilize their knowledge of the world while reading in English. The program motivates students to read and provides practise in reading comprehension skills such as drawing inferences, reading details, guessing vocabulary in context, and scanning.

Practice and Testing Programs

ENGLISH FOR GRADES 5-9
The English Practice and Testing Program provides students with extensive practice in the use of English, according to the student's individual level, provides teachers with detailed progress reports on each student's performance and provides information about each student's difficulties.

The program is organized in a matrix of topics (skills) and levels (sub-skills). The topics cover fifteen areas in the instruction of English, including structures (e.g. verbs, sentence patterns), reading comprehension skills (e.g. main ideas, inference) and vocabulary development skills (e.g. prefixes). Each topic is divided into levels, or sub-skills, of increasing difficulty which correspond to the material learned in the classroom in Grades 5-9. The structures and vocabulary are controlled throughout the program, and correlate with the English Curriculum (Ministry of Education and Culture, 1988).

Description of Topics: Skills practised at the 5th-7th Grade level:
Topic 1 — Letter Word Attack
Topic 2 — Vocabulary
Topic 3 — Pronouns and Noun Endings
Topic 4 — Modals and Auxiliaries
Topic 5 — Verb Forms

Topic 6 — Prefixes and Suffixes
Topic 7 — Adjectives and Adverbs
Topic 8 — Noun Phrases and Prepositions
Topic 9 — Sentence Patterns
Topic 10 — Verb Usage
Topic 11 — Coordination/Reference
Topic 12 — Punctuation/Classification
Topic 13 — Details and Main Ideas
Topic 14 — Sequence
Topic 15 — Cause and Effect

Description of Topics: Skills practised at the 8th–9th Grade level:
Topic 1 — Dictionary Skills and Abbreviations
Topic 2 — Vocabulary
Topic 3 — Noun Compounds, Pronouns and Reference
Topic 4 — Sentence Patterns
Topic 5 — Verbs
Topic 6 — Prefixes and Suffixes
Topic 7 — Adjectives, Adverbs and Conjunctions
Topic 8 — Prepositions and Phrasal Verbs
Topic 9 — Evaluative Reading
Topic 10 — Detailed Information
Topic 11 — Context Clues
Topic 12 — Main Ideas
Topic 13 — Sequence
Topic 14 — Conclusions and Inference

Auxiliary Material
The English Practice and Testing Program is accompanied by materials for the teacher and the student. Materials for the teacher include a Courseware Description, Textbook Index and an Activity Book. Materials for the student include the WIN ONE and WIN TWO game kits and booklets in the FOCUS series, which deals with reading comprehension skills.

Technical English Course

The Technical English course consists of *Tools and Tactics in Reading Technical English*, a series of three self-study books, and the Technical English Practice and Testing program. The course is intended for vocational high school and adult students in the fields of computer hardware and software, electricity, electronics, simple optics and electro-optics. The focus of the course is on developing reading comprehension skills which are relevant to these fields.

The computer practice is based on a matrix of 15 topics and 15 levels (225 sub-skills). The emphasis in the structure-based topics is on how the structures facilitate comprehension, and does not dwell on production. The vocabulary used in the exercises is relevant to the fields mentioned above.

Easy Writer — Writing Skills on a Word-Processor

The aims of the Easy Writer course are to provide students at the junior-high level with practice in writing skills and help students become accustomed to correcting and revising their own work. By using the "Kal Ktav" word processor (see below), the process of revising written work is greatly facilitated.

Easy Writer includes 21 writing tasks, which appear on the computer screen, which are appropriate for Israeli junior high students (e.g. filling in simple forms, writing notes, writing directions). The student booklet includes an example for each task, which serves as a model for the kind of writing that is expected. "Before You Write" questions help students organize what they want to write, and "After You Write" questions provide suggestions for what to check and revise in their writing.

The course comes with a Teacher's Manual which provides a description of the writing tasks, suggestions for follow-up and additional activities and a general explanation of the "Kal Ktav" word-processor.

Tools

M-SS-NG L-NKS English Editor

The M-SS-NG L-NKS English Editor enables teachers to select and enter up to 72 passages of their own choice for use in the M-SS-NG L-NKS Game (see above).

The M-SS-NG L-NKS English Editor is also available on diskette for IBM-PC computer and compatibles.

"KAL KTAV"

"KAL KTAV" is the name of a word-processor which was developed at CET specifically for use by students. To use "KAL KTAV", the student does not have to remember a lot of commands by heart. All the commands appear in Hebrew at the bottom of the screen, and as they are not complicated, the student can easily learn to use them. "KAL KTAV" can be used for writing in English. The "KAL KTAV" word-processor has three working modes: WRITE, EDIT and FILE, which allow the students to write, correct, delete, copy, save and print their written work.

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SOLVING PROBLEMS OF COST AND QUALITY IN ENGLISH COURSEWARE

by *Jimmy Backer*, Har V'Gai Regional High School

With all due respect to commercial software producers and distributors, there are still serious problems facing the English teacher looking for suitable computer programs. Most of the foreign courseware is much too expensive for our schools' budgets and at times the content is irrelevant to the Israeli classroom. While Israeli commercial courseware is usually cheaper, the content is sometimes problematic. Local software houses occasionally give free reign to the "computer people" and somewhat ignore the didactic aspects of the English courseware. The result of both phenomena is a very small selection of commercial courseware that is both good quality and within our budgets.

While waiting for better, less-expensive commercial courseware, teachers do have various options for using computers efficiently and at low cost. This article will deal with two of these options.

The first option is to tap the enormous reservoir of "Public Domain" and "Shareware" programs produced abroad and in Israel. Public Domain programs are free of charge. Shareware programs are free for copying and inspection. (If you then use the program, you should send a small payment by mail to the programmer.) There are several low cost distributors of Public Domain and Shareware in Israel.

To use this low-cost source of courseware, I obtained dozens of these disks, searched for relevant material, and transferred this material to new disks. After editing the English, the BASIC, and the logic, I created a central menu for each disk to simplify life in the English classroom. At the moment, I have a disk suitable for Bagrut level and a disk suitable for letter-recognition and single word level. Both of these disks have been tested successfully at Har V'Gai Regional High School and are being used in various schools in Galilee and the Golan.

There are also high quality word-processors available from the Public Domain and Shareware collections. In Galilee we have started to use a word-processor created for beginners and another one on the advanced level. Since you can freely copy from these word-processors, the teacher can send the pupils home, or to the school library, to do homework on the word-processor.

A second option is to tap the enormous potential of our own students. There is no reason their computer knowledge can not be used to develop high quality courseware, free of charge. The English teachers can be "clients" for the budding programmers. At Har V'Gai, students in the 8th, 11th and 12th Grades have produced excellent courseware that is now being used throughout Galilee and the Golan.

At the moment there are nine such programs prepared for the IBM-PC or the IBM compatible.

1. "Spelling" flashes a word on the screen and the pupil has to spell it correctly.
2. "Multiple Choice" presents multiple choice questions on the screen.
3. "Transformations" requires the students to manipulate sentences, changing their form.
4. "Story Rewrite" is a simplified version of the well-known "Storyboard". After reading a passage, the words disappear and the pupil has to reconstruct the passage.
5. "Write-Right" strips punctuation and capital letters off a passage and requires the pupil to correct it.
6. "Hangman" presents single words in this well-known game.
7. "Turning Word" spins a word around like this:

   WORD
   ORDW
   RDWO
   DWOR
   WORD

   The pupil has to "trap" the word when spelled correctly.
8. "Mixed Word" mixes up the spelling of single words and requires the pupil to spell the correct word.
9. "The Village" is a simplified version of the BBC's "The Yellow River Kingdom". A small group must decide how to rule a primitive agricultural village. The purpose of this program is to generate conversation.

Programs 1 through 8 have teacher-friendly generators that allow the teacher to replace or add to the content of the programs.

Such programs must meet rigorous standards. The student programmer will have to devote a great deal of time debugging the programs, otherwise they will not function correctly in class. Nevertheless, with proper guidance, the students can achieve professional standards.

Renee Wahl and I have requested that such student-produced programs be acceptable as Bagrut projects in Computer Sciences. If the Ministry of Education accepts this proposal, a large amount of good material will be available to teachers free of charge.

Meanwhile, teachers may obtain the disks I have prepared from Public Domain and Shareware, and the student-produced material at various computer counselling centers such as: Michlelet Zfat, Oranim, Seminar Hakibbutzim, Telgar.

SHAHAM'S "BETTER WRITER" — A TEACHING WORD-PROCESSOR

by *Tamar Feuerstein,* Tel Aviv University and Seminar Hakibbutzim

In teaching a foreign language, the process of writing probably represents the most complicated of all skills. It involves a great number of sub-skills which have to be mastered, integrated and consolidated. Briefly, as a first preparatory stage, the student has to choose a topic, gather information about it and decide on sub-topics. At the actual writing stage, the student-writer at different levels of proficiency has to integrate his or her

- knowledge of the mechanics of writing — such as handwriting, punctuation and spelling rules
- knowledge of grammar rules — including verb tenses, articles, pronouns, etc.
- knowledge of syntactic rules — sentence structure, sentence boundaries, etc.
- knowledge of vocabulary including idioms and the rules of morphology
- awareness of proper register
- decisions concerning content, relevance, clarity and logic
- decisions concerning the audience and the purpose of writing, that is to say, who the paper is written for and for what purpose
- knowledge of organization — proper paragraphs, topic and support sentences, logical unity or cohesion.

The process of writing will include writing drafts, proof-reading, re-writing, re-thinking, re-organizing and revising.

One of the most powerful software tools available to computer users is the word-processor. Word-processors are said to have revolutionized the way people write and some even claim that they have changed the way we think. Most research shows that students are more willing to write with word-processors, produce more writing and invest more time in revisions and editing tasks. In view of the above, it can be stated that one of the most important tools we have to deal with in the school system is the word-processor. If our aims in education include the preparation of students for real life, and it is very likely that life in the 21st century will be based not on hand-written products but on computer-based written materials, it becomes the duty of the school system to include word processing skills in their programs.

Word processors enable the user to manipulate texts freely. They provide the opportunity to write the text at the keyboard and save it onto a disk, as well as print it onto paper ('hard-copy' in computer jargon). The program allows making changes to the text, deleting and moving words and sentences around, correcting typing and other errors, inserting and deleting text. It also provides a variety of help sequences such as automatically finding all the occurrences of certain words, parts of words or whole sentences and replacing them with others.

When ready, the text can be formated in any way the writer wishes. It can be single-spaced or double-spaced, the size of the characters can be determined, it can underline words or sentences, bold them, center titles and insert automatic page numbers. There is no commitment to a final copy. The text can be loaded and re-loaded, edited and changed as many times as one wishes, and then saved and printed in a new version.

In conclusion, word-processors afford the opportunity to write and re-write in any conceivable way. Surprisingly, they are not complex to use. Experience shows that it takes two or three hours to teach the basic commands. Moreover, the program is usually very 'friendly'. In computer jargon, this means that it will constantly remind the user what to do and how to do it, so that commands do not have to be memorized.

Better Writer (Shaham, Beit Berl), has all the above mentioned features as well as extra features. This word-processor was especially designed as a teaching tool with the aim of helping and guiding the learner in the writing process, assuming upon itself some of the most boring aspects in the process. In its initial form, *Better Writer* is intended for Junior High School learners. In addition to all the advantages of word-processors, it will provide the following special characteristics:

* A spelling checker, containing all the words specified by the English Syllabus.

This feature "checks" spelling, points out words that are misspelled and provides a list of possible alternatives.

- A pull-down window (that is, an over-lay screen in the form of a small "window" that can be easily called-upon) that shows irregular verbs in all their relevant forms.
- Punctuation "checkers" and reminders.
- Pull-down windows that show adjectives with their comparative and superlative forms.
- A capital letter "checker".
- A word-count feature that will draw students' attention to sentence and paragraph length, and suggest shortening or breaking them up when necessary.
- An English-Hebrew and Hebrew-English Dictionary, available at all times.
- Help-windows dealing with relevant grammar rules, stylistic and other important reminders.
- A teacher option which will allow the insertion of teacher messages such as instructions, suggestions, ideas for tasks or whole tasks.

Future versions will add features for high school learners. These will take care of style and different types of writing such as reports, descriptions and letters.

It is our belief that *Better Writer* will provide learners with the opportunity to self-correct their work and make them aware of the writing process. But most important, it leads learners to enjoy the process of writing by changing their basic attitudes to the writing task.

NETWORK INTER-ACTION: TELECOMMUNICATING WITH COLLEAGUES AND PEERS

by *Jean Vermel*, Inter-Action Israel

Would you, an EFL high school teacher, like to put your students in contact with their peers from another school in a different community — religious, ethnic, cultural, or geographic? Would you like to be provided with the opportunity to discuss particular issues with groups of students with whom you normally would not have the opportunity to exchange views? If you and your class are interested in crossing bridges and communicating with students of a different ethnic and religious background, then telecommunication is an educational tool you should know more about.

Although telecommunication has been used for many years in the business world, it is an upcoming field in the world of education. Inter-Action is one of Israel's pioneers in this field and has spent over a year setting up Network Inter-Action.

What is telecommunication? Telecommunication is a means of communication facilitated by computers. A programmed network allows for the simplest of computers to talk to each other through telephone lines using a modem as the carrier. A(n internal) modem is a card which is inserted into the computer, to which the telephone line is attached (the telephone can still be used at any time), and which enables the computer to transmit data via the telephone line. Telecommunication allows for information to be sent from computer to computer — from Katzrin to Eilat — in a split second.

Why use telecommunication? Telecommunication has a lot to offer — educational activities which cannot be offered by any other medium. It makes the world smaller and gives "time" a different meaning. Have you ever had a chance, in your school, to find out what other students and teachers in different sectors of the Israeli population think by just the press of a button? Have you ever wanted to initiate contact for your students with their peers with a religious or secular school, an Arab school, a Druse school, a kibbutz school, or a city school so that your students could have some exposure to different ideas and varying ways of life?

Inter-Action's pilot project included two classes — one from a religious girls' school in the Central Area and the second from a Hashomer Hatza'ir kibbutz school in the South. The two schools spent over a month telecommunicating with one another on a specific topic which dealt with female and male roles in society. The teachers and the students met each other over the Network and, at the end of the project, the students expressed a desire to meet with their peers who, they discovered, were not so different from them after all.

Using telecommunications is different than having two school populations meet face to face. The students are not uncomfortable; they meet their colleagues over the screen and are not self-conscious. Should they be interested in meeting their peers after they have completed a project, they will have shared an experience and will have a common bond.

Using telecommunications offers an "extra" to the usual classroom curriculum. Our projects with students deal with both subject matter relevant to the Israeli teenager today and with language goals as described in the curriculum.

Not only does Network Inter-Action work on programs for teachers and their classes; it has a special section for teachers only. Teachers who join Network Inter-Action through their school receive six weeks to two months of training on how to use the Network, using the Teachers' Section for this purpose.

What does the Teachers' Section contain? First of all, it has a database of worksheets — in the fields of both Language and Literature — relevant for Grades 9 to 12. These worksheets can be "downloaded" (saved on your own diskette) and then used in the classroom "as is" for your next lesson or you can edit them to fit your class. Second, Network Inter-Action offers a forum for exchanging ideas and opinions on issues relevant to EFL Teachers. This section is called "Conferences" and enables the users, in various formats, to share concerns, thoughts and experiences with other teachers. An added attraction of the Conference Section is E-mail (electronic mail). Each teacher receives her/his own private mailbox where electronic (i.e. using telecommunications) mail can be received. No one else can read your private mail and it is a wonderful vehicle to get in touch, on the spot, in a split second, with other teachers who are usually hard to reach. Third, there is a Notice Board, similar to what you may find in the Teachers' Room of your school but including information not usually available on your local bulletin board, such as news from the British Council, ETAI, U.S.I.S. etc.

What can Network Inter-Action offer you, the high school teacher? We can offer you an exciting, innovative different approach to working with your class. We can provide you with in-depth material, and the use of the newest medium in the field of education. This year there are various projects to choose from, some lasting 6 weeks and others lasting 6 months. If you are interested in joining the growing cadre of schools telecommunicating through Network Inter-Action, please call us at 03-574-2234/7, and leave your name and phone number.

We hope, by the end of the school year, to begin working on a pilot project which will aim at junior high schools and perhaps primary schools. Please let us know if you are interested by calling the above phone number.

THE BENEFITS OF TELECOMMUNICATION FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

by *Elfie Arditi*, Talgar

The Electronic Age and TEFL

1. Telecommunication — A Definition

Telecommunication is the electronic connection between computers via telephone lines. A 'Modem' translates the signs of the computer to signs that can be transmitted by phone. This communication is ***instantaneous***, i.e. a message sent from here to a computer in the U.S., for instance, arrives there at virtually the same moment, thus facilitating day-to-day communication with computer owners all over the world.

2. The Electronic Network

The term 'Electronic Network' describes a number of users of telecommunication who are all connected so that one message can be read by any of the participants. The possibility of opening 'CONFERENCES' enables users with common interests to discuss certain subjects in depth.

The Advantages of Telecommunication for TEFL

1. Authenticity

Telecommunication makes genuine written communication between Israeli students and their English-speaking counterparts not only possible but an exciting adventure. The students who write to the network know that their messages are read by students like them who want to learn from them. Thus the language becomes a genuine tool of communication. These students are not driven by any external motivation like marks but by a genuine communicative need. As a result, their learning becomes much more meaningful and therefore much more effective.

2. Vocabulary Expansion

The authenticity of Telecommunication enhances the students' awareness of the language they are using. They are motivated to be accurate in their choice of vocabulary and phrasing. The Thesaurus is frequently referred to and as the students are eager to get their meaning and ideas across, their active vocabulary expands. Very often the answers may contain the same words and phrases they were looking for so that their English-speaking friends unobtrusively become their teachers. The Israeli students, in turn, improve their self-expression without ever feeling that they are being corrected or taught.

3. *Accuracy*

Since the students know that their messages are read not only by the teacher (who will always understand) but by a large number of English-speaking students in different countries, they are very keen on being accurate in two more fields: grammar and spelling. Hardly any student is willing to send his/her message to the network without proofreading it with or without the teacher. The words and phrases thus corrected stick in the pupil's mind. As the correspondence develops and the students learn from their mistakes they become more confident and their writing becomes more accurate. Accuracy — instead of being mainly the teacher's concern — is conceived by the pupil as relevant and necessary.

4. *Fluency and Style*

Since the students on the network discuss set topics, there is an immediate need to expand everyday language and use a style that fits the subject matter (e.g. elections). So far our students have had few opportunities to use language appropriate to the subject beyond answering the teacher's or the textbook's questions. In Telecommunication those opportunities are endless. Most subjects demand the collection of data and their proper organization. This is true even for simple subjects such as 'The Place Where I Live' or 'Chanukka Customs'. Of course, such subjects may be treated on different levels but in all of them there will be a need to use the proper language and order.

5. *Focus on the Reader*

Telecommunication enhances the students' awareness that their language must be geared to their readers both in style and phrasing as well as in external form (e.g. organization in paragraphs, punctuation etc.). Very often a student may be asked questions by his or her English-speaking friends which point to unclear formulations or wrong choice of words on his or her part. In this case, the students do not feel that they have failed. The questions are genuine, so they are willing to answer and while doing so learn to rephrase, paraphrase and re-organize their messages with the help of the teacher.

6. Learner-Centered Activities

Through Telecommunication the English-speaking participants on the network turn into the informal teachers of our Israeli students, while guiding them with their remarks and questions. The teacher acts as a welcome assistant encouraging a democratic atmosphere in the classroom. Learning the language becomes a natural, painless process.

Conclusion

In conclusion, it may be stated that Telecommunication contributes considerably to the learning and improvement of the written language both in content and form. Moreover, it motivates the students to learn and use the English language for their own purposes. No doubt, there are endless — yet unexplored — possibilities in Telecommunication. From our short experience we have come to the conclusion that Telecommunication adds a most important dimension to the Teaching of English as a Foreign Language: the authentic use of the written language for genuine communicative purposes involving a language and style beyond every-day use.

2 YEARS OF EXPERIENCE WITH 'GESHERNET'

by *Elfie Arditi*, Ramot Hefer school

As a full-time teacher I have been involved with telecommunication on GESHERNET for over 2 years now and my pupils and I have found it a most rewarding experience. The first experiment was carried out last year with a 9th Grade A-Level of English. The students were in contact with one interested group in an American school as well as with students of the American school in Lima, Peru. Topics discussed included Travel, Sports, News and Newspapers, Prejudice, Separations and Our Future.

This year the same students are in contact with different classes in the U.S. Their first project was to explain Kibbutz life to their American friends in five different schools in the U.S.A. In addition, we studied two Bagrut texts together with a class from Kentucky on GESHERNET: Pearl Buck's story

"The Enemy" and James Baldwin's essay "My Dungeon Shook". Both texts led to vivid discussion on prejudice and discrimination on GESHERNET which were followed by an international tele-conference on the same topic.

Our seventh graders have started telecommunicating with a seventh grade in a Jewish school in the U.S. with whom we hope to discuss different aspects of their Bar Mitzvah year.

On the whole, students have been more motivated to write than ever before. While widening their horizons, they have — almost without notice — improved their writing considerably.

Telecommunication has added a new dimension to my teaching: the world has become part of our classroom and as far as we are concerned, it will stay there — thanks to GESHERNET.

The Benefits of GESHERNET as an Educational Network

On an international basis, the possibilities of a computer network like GESHERNET go way beyond regular mail. Thus, once the network is extended to several schools in several countries, one particular message may be answered by 5 or 6 students from different countries. No doubt, this possibility has contributed to international communication and understanding as well as educated students to look at one and the same problem from different perspectives. GESHERNET has been a pioneer in establishing these possibilities.

On a Jewish basis, the connection of our young Israelis with Jews all over the world is of vital importance. Since our Jewish identity is taken for granted here, it is important for our students to get to know more traditional views and hear how it feels to be different just because you are a Jew. Moreover, the connection with Jews from other countries helps to escape from a certain sense of claustrophobia which tends to overcome us in view of our immediate neighbours as well as world opinion. GESHERNET has made the connection with Jews from all over the world its prime concern.

In addition to the benefits for the students already mentioned, international telecommunication makes it possible to study subjects of common interest on an international basis. With the help of GESHERNET, students from different countries have enquired together into the main moral issues of our age and tried to come up with more reasonable and peaceful solutions than our society has done so far.

In conclusion it seems, on the basis of the experience gained in the project, that telecommunication in general and GESHERNET in particular have been and will be of great benefit to English classes in Israel as well as to education on the whole.

PS: We shall only be too glad to guide you in the use of telecommunication on GESHENET both in your school or at TALGAR. Please, let us know if you are interested.

For further information, please contact
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TALGAR
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Israel
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BUILD UP TO READING and TURN ON TO READING II
A new series of reading comprehension activity generators

by *Tamar Feuerstein, Miriam Schcolnik & Ruth Olin*
English Materials Construction Project, Tel Aviv University

The Israeli English Curriculum recommends an early introduction of reading comprehension instruction. Therefore, reading comprehension software produced in Israel up to date stresses process-oriented reading materials intended for both Junior and High School students.

Materials developed in Israel, such as *Turn On To Reading I** and *II***, are based on the belief that awareness of and practice in using identifiable reading skills and strategies aid comprehension. They are mostly text-dependent, i.e. based on the textual analysis of a particular text. A few programs are based on a specific skill or strategy, and involve a number of exemplary texts.

Based on current trends in computer-assisted language learning, the English Materials Construction Project has started developing open generic materials that allow for frequent and varied use. They are suitable for any population, since they are not level- or text-dependent. Teachers can enter their own texts and focus on particular skills and strategies.

Pedagogical considerations in developing generic materials involve the possibility of diagnostic procedures that focus on a particular skill for the individual student, on skills and strategies that are particularly needed at a certain point in the reading development, and on the text dealt with.

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* *Turn On To Reading I*, Tel Aviv University and the Ministry of Education and Culture, 1987.

** *Turn On To Reading II*, Tel Aviv University and the Ministry of Education and Culture, 1989.

The first authoring system in the series deals with anaphoric and cataphoric reference. The skill of recognizing the relationship between reference words and their referents is essential for coping with cohesive relations in written texts at all levels of reading. The Israeli EFL learner often finds this difficult, since the pronominal system in English lacks redundancy, i.e. it is marked to a lesser extent than Hebrew for gender and number.

The teacher enters the text with an editor included in the program, or by using any word-processor that produces ASCII files. The program coaches the user in marking the necessary elements and then generates between 5-6 task types depending on the strategy. The program includes tutorials, an option for timed reading and access to a glossary.

Other programs planned for the series include
- cause-effect relations
- locating main ideas
- comparison and contrast relationships
- identification and recognition of examples
- identification and recognition of definitions.

Teachers may enter their own texts or they may use a text included in a text bank divided according to grade levels that accompanies each program.

The Anaphora-Cataphora program will be available in this school year for MS-DOS computers (IBM and compatibles).

Turn On To Reading II is a continuation and an expansion of the *Turn On To Reading* series. The 6 additional disks (four titles) provide reading comprehension activities for students in junior high school and the upper division in Israel. The series is modular.

The series as a whole taps important reading skills and strategies. Three main approaches are used. The first deals with skills and strategies that are based on textual analysis and develop awareness of the reading process. The second approach is based on exemplifications of specific skills which are practiced in-depth. The third approach deals with the functions of language in written discourse. Some of the lessons contain grammar sections which derive from the reading passages and which are significant for their comprehension.

Dear Editor presents teenagers' letters to the editor of a newspaper, presenting typical teenage problems and answers to the letters. The unit is innovative in approach and content in that it systematically introduces the concept of rhetorical functions, the notion of stereotypes and stereotypical language, as well as the different registers used by different people for different purposes in various situations.

Unscramble Me deals with classification and discrimination skills based on contextual clues. Sentences are classified according to topic, and arranged according to a logical order so as to reconstruct the original texts. The unit guides the student, focussing attention on relevant clues and logical connections and encouraging making inferences and attention to details. Remedial sections are inductive and demand making inferences and the comprehension of implicit information.

The **Lie Detector** capitalizes on teenagers' interest in finding out things about themselves. Activities are provided for guessing meaning from context, inferring and classification of information. The unit deals with the meanings of the modal 'can' and the 'present conditional' and provides morphology practice for verb, noun and adjective suffixes.

Puppets provides practice for making inferences, distinguishing fact from opinion, recognizing comparison and contrast, logical connectors (result, concession and emphasis), reference words and the recognition and use of adjectives (including comparative and superlative forms).

TEXTWORD

by *Carol Wolff* and *Amnon Shabo*
The Language Laboratories, Hebrew University

At the ETAI Conference Summer 1989, the Hebrew University Language Laboratory Computer-Aided Instruction (CAI) Team, represented by Faculty members and Instructional Designers Marcia Frank, Sharon Hirsch and Carol Wolff and by Project Coordinator and Courseware Designer Amnon Shabo, conducted a demonstration workshop to present TEXTWORD, the initial program developed by the team during the academic year 1988–89. TEXTWORD is a program for reading comprehension and vocabulary enrichment, which may be used as a class activity or by individual students on their own to supplement their four hours of English instruction per week. It was developed in response to the oft-expressed need of students for more time to be spent on vocabulary than is possible during class time.

The program was designed for both higher and lower level students, with two vocabulary lists for higher level texts: easier and more advanced. The lists, which are taken from texts that are taught in our courses, consist of high frequency words which students are likely to meet in academic discourse. TEXTWORD may be used as part of the preview activities designed to facilitate the reading of an assigned text or as a review activity, giving the student an opportunity to assess the degree of his mastery of the vocabulary in a particular text.

A central aim of TEXTWORD is to develop students' ability to use context clues to arrive at the meanings of unknown words. To this end, the vocabulary words to be practiced are presented initially in the sentences in which they appear in the text. Students have the option of calling up the text itself if they feel the need of a broader context. A multiple-choice option limits their choice of possible meanings for the target word. In recognition of the fact that many sentences do not provide sufficient context clues and/or that the vocabulary level of the surrounding text may be at a student's frustration level, an easier sentence with more obvious context clues is then provided. The context clues in the easier sentences are then highlighted for students who need further help in reaching the correct answer. Feedback is provided to acknowledge correct responses or reasonable, although incorrect, guesses; to explain why answers are wrong and to offer further hints; and to offer fuller information about the target word. In this way we hope to encourage students to exploit surrounding context in arriving at the meanings of unfamiliar words.

A number of other activities are currently available for practicing the vocabulary words presented in the format described above. They include two variants of a modified cloze, an English-English or English-Hebrew matching exercise, and a version of Hangman featuring the vocabulary words. Thus, TEXTWORD offers students a wide range of options to choose from for vocabulary reinforcement. In addition, a Student File for storing a record of the student's progress (and accessible to teachers as well) is presently being developed in a network configuration.

In addition to the pedagogical concerns, the team was well aware that the program had to be designed to overcome the apprehensions of a teaching and student population with relatively little experience with computers, and for whom the innovation of computer-aided instruction was a daunting prospect. Bearing this in mind, TEXTWORD features automatic loading (insert the programed diskette, turn on the computer and the program begins) and requires a minimal knowledge of the keyboard: Arrow/ Enter/ Escape keys and spacebar. Optional functions are available by operating the F-keys. Experience has shown that a 40-minute classroom session has sufficed to make students independent users of the program. The data files for new texts are relatively easy to prepare, even for "non-computer-literate" teachers, a feature which offers the possibility of a wide range of texts at each of the different levels. We are pleased to report that members of the Hebrew University Pre-Academic EFL staff have already begun to add to the stock of available texts.

Although TEXTWORD was designed with University students in mind, the suitability of the program for high school students is being explored in a pilot program at one of Jerusalem's high schools. Furthermore, members of the Hebrew and French Departments have expressed interest in developing a version of TEXTWORD for their students.

The CAI Project Team has been pleased by the reception of TEXTWORD, particularly with the Hebrew University Summer English program. We are presently expanding the number of texts available on the program as well as developing additional programs to facilitate advanced reading comprehension. (Currently in the works is a program entitled TEXTSUM, whose aim is to give students practice in arriving at the main ideas in a given text.)

REVIEW OF SOFTWARE FROM ABROAD:

by *Debby Toperoff*

"FUN WITH TEXTS", by Camsoft, England

This is a really versatile program for use with any level of pupils, and is available in IBM or BBC versions.

The teacher just types in a short text (anything from a simple dialogue or poem to an advanced "cloze" exercise or literature summary). The texts are saved and can subsequently be used in a number of ways:

1. a standard "cloze" exercise (but you can vary the gap interval, and thus the difficulty)
2. an easy or harder text reconstruction exercise
3. an exercise in re-ordering jumbled lines
4. an exercise in predicting the next word in a sequence
5. an exercise in unscrambling the words of the text

or:

6. a decoding game.

I find it simple to integrate this program into my teaching routine, since relevant texts can be entered with ease (using the program editor), and form the basis for enjoyable review and practice.

Teachers who are used to sophisticated word-processors may find the rather primitive wordprocessor in this editor irritating at first. Nevertheless the program's flexibility and reasonable price make it a good buy for a school on a tight budget.

FUN WITH TEXTS is available from:

Camsoft, Educational Software Specialists
10 Wheatfield Close, Maidenhead
Berks SL6 3PS
England

A demo disk is available for trying out the program before purchase, and the program itself can be seen at Rehovot Computer Centre.

"WORDPLAY", by Cambridge, England

The program is available in IBM, Apple and BBC versions. It requires colour-graphics.

This is a program which offers 4 activities, and includes an easy-to-use editor, so that teachers can produce tailor-made computer-aided lessons, by inserting their own word and sentence lists.

The first activity is to unscramble the offered sentences, which promotes awareness of sentence structure and practises word-order, for example in questions, or sentences where the adverb has to be positioned correctly. It uses discreet and pleasant graphic accompaniment and sound effects. However, you can not exit gracefully in the middle of an exercise, and this can be frustrating.

Next is an activity named "Flasher", which provides practice in the fast reading and correct reproduction of words and sentences.

The exercise in unscrambling words can be disconcerting, if this does not happen to be one of your talents; its fast-ticking clock reminds you of your ever-diminishing time allowance. I have my doubts as to the value of unscrambling words out of context; all the same, this could be a refreshingly different vocabulary review. This activity has a nice humility unusual in computerized exercises — if you produce a word other than the answer that it "knows", instead of rejecting your word it will simply ask if you're sure that's a real word, and if you are, the point is yours.

The last activity can be used to practise alphabet skills, or to review vocabulary. You are asked to guess which word (from a given list) the computer is thinking of. You home in on the word little by little; each time you guess a word you are told that the computer's word is either before or after, shorter or longer than, your word. It requires considerable patience to get to the solution, and I'm not sure if it's worth the effort.

There's a helpful teacher's guide, with separate pages of instructions that can be photocopied for the pupils. But although this program does have some very thoughtful features in places, such as the autonomy it offers the pupil in choosing the speed of the word-flashing, the volume of the sound effects, and whether to have a score shown at all in the final activity, I feel that text-based activities (such as FUN WITH TEXTS) have more value than these, which are on the word- and sentence-level.

I don't see it as a regular teaching tool in our classrooms, but it could be a useful addition to a library of motivating materials for English practice, perhaps in the context of a self-access English Learning Centre.

WORDPLAY can be ordered through Eric Cohen Books.

ETAI Workshop Report

ADVANTAGES OF THE PERSONAL COMPUTER OVER THE WRITTEN PAGE

presented by *Mark Axel*

A look at the rationale of Reading Comprehension

A. Reading is the basis of learning a language *in the school/academic situation.* Reading is the single most important skill to our students in the framework of a higher education — despite the popularity of Oral skills.

B. With the ability to approach a written passage — albeit within the limitations imposed by the foreign language — and understand the content therein — we can rightly feel that we have imparted a skill of immense importance to the student regardless of the field that student will choose for him/herself in the future.

C. Reading Comprehension skills in the L_2 situation are exceedingly transferable, i.e.: the skills of guessing at previously unknown words (context clues), skimming and scanning are all applicable to the L_1 situation no less. Positive transference *to the Mother Tongue in and of itself is no mean achievement!*

D. Work on Reading Comprehension is not always the easiest for the teacher as the students are easily frustrated and especially the weaker ones are very quick to *give up*. Despite this, if approached in the spirit of adventure, challenge, nothing-to-lose fun, and the right stress is put on the positive achievement and less on the "questions that have to be answered" aspect / if we can learn to stress the reading and the comprehension as separated from the quality (or lack thereof) of the feedback then we are likely to succeed beyond what we previously believed possible.[1]

The Computer

A. The Reading Maze is one of the more enjoyable methods I employ — if not for *teaching* Reading Comprehension — then certainly for practicing it.

B. The aim of the Maze is to present the student with a given situation/-problem to which he/she must provide the solution. In so far as the situation/problem will be more to the student's liking or catch his/her fancy, the greater the internal or innate motivation of the student to continue to work (read READ). The student feels that he/she has a measure of control over the material in that their individual experience varies — to a limited extent — according to their choices.[2]

C. Traditionally the Maze took the form of a book or series of Cards. Each card (page) would have a paragraph or two (episode) of the story upon it and at the end a series of choices as to the proposed course of action to be followed. According to the student's choice, he/she is directed to continue reading on Card #...

D. Students I have taught over the years have usually enjoyed these sorts of activities, but I have encountered very serious limitations.

1. If the Reading Maze is in the Book format the students, and even the best amongst them, find it almost impossible to withstand the temptation to "look ahead" and find the solution. Though there is nothing inherently bad about this, and in fact often shows a high degree of Reading Comprehension ability, it does work against one of the main aims of the exercise: *exposing the students to reading English without the direct aid and assistance of the teacher for the longest continuous period of time.*

2. Students working with Mazes presented on Cards have found it less tempting to "look ahead" — though it is not unknown and becomes

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[1] Earl W. Stevick, *Memory, Meaning, and Method* (Rowley, Massachusetts: Newbury House Publishers, 1976).

[2] Frank Smith, *Reading* (Melbourne: Oxford University Press, 1985).

more common as they learn the medium — but no less problematic is the constant stopping and starting nature of the work. I have found that the "background chatter" increases markedly, and the attention span of most students suffers.

The conclusion based on the cursory discussion above can only be that the Reading Comprehension Maze is a fun activity with however limited usefulness. This is where the use of the PC makes all the difference.

With the advent of the PC, and the familiarity of so many of our students with this medium, we have now a tool ideally suited to this particular activity. A Reading Maze presented on the PC involves the student first and foremost in *reading*.

One screen at a time the student is presented with the story of his/her choice, and, after each "chapter", is presented with a new screen detailing the choices currently available.

The move between text and choice is, therefore, effortless, as is the move from the decision-making to the continuation of the story. No getting up from the desk to get the next card, no leafing through the book partly searching for the page directed to and partly looking to see if there isn't a shortcut...

Of less significance, but not without value, is the ability of the writer of the PC Reading Maze to introduce the extra dimension of audio-feedback. If the student makes an "illegal" choice not only can he/she be returned to the same screen, but also reminded to pay more attention by way of a small "beep". Similarly, any student finishing the maze (thereby "winning") can be rewarded with an upbeat tune (that will also serve to attract the teacher's attention).

In my own PC Reading Mazes, at the end of the maze the student is presented with a small vocabulary quiz — the words are taken from the maze and the format is multiple choice — and here too I have exploited the audio ability of the PC.

Finally, it is important to realize that writing a program that will do "all" the things described here is remarkably simple and straightforward. Without wanting to detract from the skills necessary to write a major commercial computer program — writing programs such as those I have written requires nothing that cannot be learnt from any one of tens of books currently available in a very space of time.

I have a healthy distrust of jumping on the bandwagon of new technologies — teaching must always be a function of human interaction — and most of the things I have seen computers utilized for in the classroom books do better. Here though I feel is a legitimate use for the PC in the English teaching situation. Something it not only can do, but can do better than the alternatives available.

COMPUTER COUNSELLING AVAILABLE FOR ENGLISH TEACHERS

communication from *Debby Toperoff*, Teacher-Counsellor

Central District

This is based at the Centre for Computers in Education, 15, Arlozorov St., Rehovot, which has a good selection of software for teaching English for the different computers in use in our schools. Software can be viewed by appointment (Tel. of the Centre: 08-452415).

There is a computer room, and a smaller selection of software at the Mercazia Pedagogit, Bet Yad Lebanim in Kfar Saba, and meetings can be arranged there too (by appointment, 03-9226083).

During this schoolyear there will be introductory courses for English teachers who are new to computer use at 3 different locations: Rishon-Le-Zion, Petah Tikva and Kfar Saba. Each course consists of 4 meetings in the afternoon hours and entitles participants to 16 Gmul Hishtalmut hours. The courses include a practical introduction to operating computers, viewing and evaluating programs, and some basic wordprocessing. In addition, there will be a monthly meeting at the Rehovot Centre of a new support group for teachers in the Rehovot area who are using computers. The meetings will include visits to English classes which use computers, viewing of programs and the sharing of ideas for integrating computers into English teaching.

Every school will receive invitations to the courses relevant to its location.

Similar introductory courses for English teachers will be given in the following centres:

Jerusalem District

a) מרכזיה פדגוגית, רח׳ אוסישקין 38, ירושלים, Tel. 02-248657 — Gila Monickendam, Drorit Wagner.
b) Teachers working in the city of Jerusalem (מנח״י) can contact Marion Ben-Amir at the above phone or in the evening, Tel. 02-861028 (home).

Haifa and the Northern District

a) מק״ם, סמטת הרמן 7, חיפה, Tel. 04-511459, between 8 a.m. and 2 p.m.
b) Nava Gil'ad, after 9 p.m., Tel. 06-388553 (home).

MAKAM-HAIFA is a Center for Promoting Computer Applications in Education. There is a large variety of computer software and courseware in different subjects, aimed for different age levels (K-12) and purposes.

The laboratories include the following computers: IBM-PC compatibles, Commodore 64, Amiga, and Apple IIe.

MAKAM offers these services:

1 Presentation and Demonstration of computer courseware.
2. Assistance and ideas on how to integrate it in the lesson plan.
3. Courses for English teachers, Grades 4–9.
4. Workshops — How to use Generators — "Open tools" — in order to write your own contents.

English teachers are welcome to contact MAKAM.
Call 04-511459, 04-510280. Ask for Nava Gilad, or visit us: MAKAM, 7, Herman Str., Haifa.

Tel Aviv
a) מרפ"ד, טשרניחובסקי 22, תל־אביב, Tel. 03-281762 or 03-389143.
b) Nili Mor, afternoon and evening, Tel. 03-268948 (home).

THE VIDEO EDITION OF *ALL MY SONS*

A New Venture in the Use of Video in T.E.F.L.

by *Sheila Been*

On browsing through the ESOL VIDEO MATERIALS DIRECTORY (February 1989), published by the newly established TESOL Special Interest Group, several facts struck me forcibly. The first was that many production-houses from all over the world are listed, but the name *Israel Educational Television* was noticably absent. I know that IET, as a government funded non-profit institution has never set its sights on marketing abroad; yet what a pity that its achievements are not acknowledged on the international scene!

This thought was endorsed by the second fact that caught my attention; the directory includes a large variety of genres; language-teaching series and

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dramas, famous short stories, documentaries, clips from off-air programmes. Each of these is used for EFL purposes. In Israel, most of these "text-types" have been explored and have served the needs of Israeli pupils for many years. I derived a sense of pride and satisfaction that here, in this tiny country, the medium has been recognized and capitalised on for nearly two decades while the rest of the world seems only now to have become aware of its potential.

The third fact that struck me was that no plays were listed. Does this mean that plays are never taught in the EFL classroom? To the Israeli teacher, this is indeed a wry thought, since plays have always occupied an important place in the Bagrut curriculum. True, we have moved away from Shakespeare to the moderns, and plays are "officially" taught more for their language than their literary value. I say "officially" because I think that there are few teachers who focus exclusively on the "content" without reference to the artistic features of the work. Indeed, I believe it is the highlighting of such features that stimulates cognition and hence contributes to the education of our pupils. And so, even though the genre does not appear in the VIDEO MATERIALS DIRECTORY, it is, in the view of our educational establishment, a worthwhile item in the video repertoire.

With this thought in mind, I would like to report on the video project of ALL MY SONS. I must begin with a somewhat rueful comment. For several years, Raphael Gefen, our chief inspector and guiding light behind the teaching of English in Israel, had requested that Israel Educational television locate, purchase and broadcast any or all of the plays in the curriculum. For a variety of reasons, this had never materialised. It seemed ironic, therefore, that having retired from "Television," my first assignment with Eric Cohen Books was to work on just such a project. For me, of course, it was an exciting experience.

By the time I arrived on the scene, the format of the accompanying material had already been established. Since literature was now part of the oral *Bagrut* clearly the material should focus on oral rather than written skills. Role-plays, cloze passages and acting-out segments had already been outlined; but no way had yet been found to integrate the reading of the text with the viewing of the video. This was my task. Furthermore, I wanted to find a way of encouraging pupils to discover the artistry and craftsmanship of the play for themselves with the help of structured activities. It seemed to me that the detailed comments and analyses provided as an appendix in the existing texts were lost on pupils. At best, teachers studied these analyses and then tried, randomly, to bring these perceptions to the notice of their pupils. This approach seemed to be of the "bottom-up" variety, in which, after studying the play line by line, the pupils would, in the end (if enough time was available) put it all together as a kind of summation.

I preferred a top-down approach. I wanted to lead pupils, *during the reading*, towards the discovery of the overall framework, and then with the blue-print already in front of them, invite them to research the text again to fill in the evidence for each pillar of the structure. In this way, pupils would bring different pieces of evidence, and discussion and argument would be generated. Communication would take place in the classroom. And, on the basis of these discussions, the teacher would be able to demonstrate the negotiability and interpretability of language.

With this as my objective, I designed the questions in the margin, and the questions in the "Delving into the Text" sections. The questions in the margin alert the reader to the significance of the line(s) or scene in the overall structure of the play, and a sense of the artful weaving of the tapestry. The "Delving into the Text" questions do the opposite. They posit the underlying structure and invite the student to find appropriate lines as evidence. This approach differs dramatically from the approach adopted in other texts and leads, I hope, to a more communicative study of the play.

And so I came to my main assignment — the integration of the text with the video. Clearly, the usual techniques, which are generally geared to textual comprehension, were not applicable since it was assumed that the text would be studied first. What immediately sprang to mind, therefore, was the most natural and authentic purpose that most people have when watching any production — namely, a critical appraisal of the particular rendering of the play. This, indeed, would combine well with an analysis of the pragmatic features of communication, a justifiable linguistic objective which is extremely difficult to handle in the classroom and consequently usually neglected.

In talking about pragmatic features, I refer to Houston's (1984) definition of paralanguage: "...the study of those aspects of communication that do not pertain to linguistic structure or content, for example vocal qualifiers, intonation and body language" and to a more explicit explanation by Loveday (1982): "paralanguage... the vocal, kinetic (gestural) and proxemic (spatial) channels which accompany, interfuse, and partly synchronize the traditionally recognized ones." Paralanguage is significant in all communication and operates at all times. In fact, various studies have shown that no more than 30% of the social meaning of a conversation is carried by the words (Key, 1975; Birdwhistle, 1974). Clearly, a large part of meaning is carried by eye-contact, facial expression, gesture, length and frequency of pauses (or non-silent pauses with "fillers"). While many of these are thought to be universals, there are also many which are culture-specific. Certainly, the ability to switch culture channels is a part of a speaker's communicative competence.

We are inclined to believe either that these features are not teachable, or that they operate similarly in Hebrew and English and are therefore not problematic, or that they will be "picked up" — to an extent, these are all true. But there are also numerous anecdotes to prove that many misunderstandings can be attributed to lack of cultural awareness. Therefore, until such time as specific techniques for teaching this aspect of communication are developed, it seems to me that it is both valid and desirable at least to develop an awareness of these phenomena.

A video production of a play, performed by professional actors whose every movement, tone, gesture and expression is designed to convey nuances of meaning, is an ideal way of developing such an awareness. In the Video Edition of ALL MY SONS, structured activities are provided to focus on these features and thence to evaluate their contribution to an understanding and appreciation of the work.

There is one more stage that I would like to recommend to enterprising teachers. If a different production could be found, I believe it would be well worthwhile to bring it into the classroom. One can really only judge something by comparing it with something else. I was lucky enough, a few years ago, to participate in a British Council seminar on theatre arts. We spent three days reading, then discussing, then viewing several different versions by different actors of one scene from Hamlet. It was a wonderful, enlightening and exciting experience. The participants, some more proficient in English than others, were all moved to express their opinions and join in the discussion. In my view, this would be the ultimate use of using video in the classroom.

It is still early to estimate to what extent teachers are using the activities in this edition for their intended purpose. A few teachers have reported that they recognize the difference in approach and feel excited and challenged by it. Many, on the other hand, have reported that the film is most useful as a quick review of the play before the exam. This latter is legitimate and understandable given the time constraints in the classroom, and the overriding desire to help pupils pass the exam. However, I would like to suggest that in adopting the "cram attitude," pupils might pass the literature component of the Bagrut, but be less communicatively proficient in English.

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USING THE VIDEO CAMERA IN THE EFL CLASSROOM

The Video Camera as a Teaching Aid in Error Analysis and Correction

by *Gines Appleford*, Cassino University, Italy

The aim in this article is to discuss some of the various ways in which video equipment can be used in the EFL classroom in relation to error analysis and error correction.

As a teaching aid the video camera can be particularly effective in studying and recording students' performance in language used and practice. It is an extremely effective means of recording and later examining and analysing students' oral work.

Teachers can apply to video presentation the same principles of error analysis and correction that they use in other language teaching situations and with the other various teacher aids. For example, it can be seen as an extension, in particular, of the use of the tape recorder in recording oral performance. The video, however, being a far more specialized aid, is particularly suited to assessing fluency and communicative ability in specific situations.

There are, of course, various types of video exercises that can be used to record students' language performance. Amongst these, according to Jack Lonergan (p. 92), are:

- a talking head (one person talks to the camera);
- dialogues (two or more people are filmed talking together);
- group discussions (a large group of people are filmed in discussion);
- project work.

However, in this article, I would like mainly to concentrate on the first and the third items mentioned above. That is, a talking head or a student giving an oral presentation, a television sequence in which one person speaks to the camera (and to the rest of the class) and then to go on to the following up of this individual speaker by a group discussion.

Before beginning the talk there are many practical considerations to be taken into account. Amongst these are included the technicalities such as setting up the camera and introducing the learners to it.

Prior to starting any specific language work the learners can be introduced to the camera by having each learner greet the camera and say who he or she is and mentioning a few facts about themselves. Camera shyness can be quickly and easily overcome in this way (Lonergan, p. 94).

The televised oral presentation is probably most appropriate and useful for advanced students. However, it can also be used for lower levels. Students are asked to prepare a ten minute maximum oral report to be presented to the rest of the class. This talk is prepared by the student previously — a topic into which he has done considerable research. After the student has given his talk we then go into the second phase of the exercise — the group discussion. The rest of the class will ask questions of the speaker, make comments and give their opinions. After the group discussion is finished we can then go onto the replay of the video tape, stopping it whenever a major error or problem comes up and getting the students to identify and correct the mistake. This system can also be used to extend ideas and language use. The teacher asks, for example, what other words or expressions could have been used here, and so on.

This exercise is not very different in method to the use of the tape recorder, only the medium differs. Video tapes can be used in the same way as audio tapes to capture the learner's language for analysis and correction. The most obvious features will concern pronunciation, choice of lexis and errors of syntax.

In the long term, the video camera can provide both teacher and learner with excellent feedback regarding language performance and competence. According to Lonergan (p. 116):

> Feedback and evaluation after filming should be characterized by two things. The feedback should be immediate and the evaluation should be selective and sympathetic. ...
>
> Selectivity implies that criticisms should only be focused on things which merit attention. Sympathy implies that comment should be made in a friendly, constructive manner and generally restricted to the areas under critical analysis.

In conclusion, given the importance of error analysis and correction as a teaching method and as a creative learning situation, this fact can lead to more creative methods of exploiting the classroom and its equipment by using, in a more creative way, both the more traditional and the more modern teaching aids. For example, using the video in error analysis and correction is quite successful and perhaps more stimulating for the students in that they are generally very interested in reading, analysing and commenting on each other's work. In this way the video recorder is a very useful means of recording and correcting errors and of encouraging students to examine, objectively, their own or their peers' work particularly in the case of oral production.

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E.T.A.I.
ENGLISH TEACHERS' ASSOCIATION OF ISRAEL
P.O.B. 7663, Jerusalem
אגודת המורים לאנגלית בישראל

ETAI REPORT — AUGUST 1990

by *Ephraim Weintroub*, National Chairperson

It seems natural to begin a review of ETAI activities with the Summer Conference held on July 4–5, 1990, in Jerusalem. This has over the past nine years become the central activity in the ETAI calendar and this year's conference was no exception. It was by far the largest national (as distinct from international) conference held by ETAI with some 750 participants, and well organized and most successful.

The conference was graced by the presence of IATEFL chairman Alan Maley who is well known here for his innovative writing. Alan, one of the busiest people in TEFL (Teaching English as a Foreign Language) today, came solely for our conference and was most active, giving two plenaries and two workshops. His incisive survey of the state of the art for the decade of the Nineties provided much food for thought. This was his third visit, although his previous visit was made some ten years ago. We hope the follow-up will not be so far off.

Dr. Harry Chasty joined us once more and together with Lindsay Peer presented a mini-course on Dyslexia. Their concentrated presentation both at this year's conference and that of 1989 has contributed to a heightened awareness of Dyslexia. It is hoped that this newly-acquired knowledge will find expression in the classroom and that other subject areas will display the same sensitivity to this problem.

We were deeply grateful to the USIS and particularly Ofra Yogev in facilitating the visit of Ms. Ruth Montalvan of their Washington, DC office. Ms. Montalvan gave participants the benefit of her wide experience in a series of presentations. We hope that this will be the start of a conference tradition between ETAI and the USIS.

Amongst other visitors were Ms. Phyllis Ziegler, Director of ESL Studies in New York City and her colleague, Mrs. Ronnie Gordon. Hamish Norbrook of the BBC was welcomed, not as a visitor but as a valued friend.

The conference, which was ably convened by Evelyn Ezra and Ruben Bar-On, ran smoothly, the fruit of intensive hard thinking and pre-conference organization. One must make mention of the impressive book exhibition, which was centrally situated and the largest ever.

If there is a point of criticism, it is the reluctance of participants to contend with theoretical issues related to TEFL. Surely it is our duty as thinking teachers to understand the rationale behind curriculum changes and methodologies. The "nuts and bolts" approach can never suffice.

Proficiency Course

The second Summer Proficiency Course took place in mid-August, 1990. This was again jointly sponsored by ETAI and the British Council, and was organized by the latter. Nineteen teachers took part in this successful program. We are sure that such courses will become standard events in the ETAI calendar.

Primary School Teachers

Although the number of workshops provided for this sector has increased, the participation of primary school teachers is far from satisfactory. The National Executive Committee has decided to launch a "reach-out" campaign to attract more primary school teachers into the ETAI framework. One of the ideas broached is to offer partially-sponsored proficiency courses for English teachers in this sector. We welcome members' comments and suggestions on this subject.

New Project

The first "Updating Seminar" will be held at the Oranim Teachers' College in Summer 1991. This stay-over seminar is designed for experienced teachers and will provide them with fresh input into matters of education, the classroom, and methodology — in short a rejuvenation process. The course, which will be limited to 30 participants, will be run by the Oranim staff together with local and overseas teacher trainers. It promises to be extremely exacting.

New Immigrants

In response to a request from the Ministry of Education, ETAI will assist in the absorption and integration of the many new immigrant teachers from Russia and Eastern Europe. A pilot adoption scheme run by Shirley Michlal has been launched in Jerusalem and will be followed by similar groups in other major population centers.

The British Council

This year we were requested by the British Council to deal with the initial selection process of candidates for its Summer School scholarships. One of the criteria required by the British Council was that the candidate be an *active, contributing* member of ETAI and *be prepared to play* an active professional role beyond his/her own immediate teaching obligations. Final selections are, of course, made by the British Council English Language Officer (ELO).

We were sad to part with Dr. Michael Murphy who had become part of the ETAI family over the past three years. He has been a good friend and we extend our warmest wishes for his success in his new posting as English Language Officer of the British Council in Moscow.

At the time of Dr. Murphy's departure, it seemed definite that the British Council would cancel the post of ELO. The English language teaching community banded together and after vigorous action from many quarters, the British Council decided to review the matter. After a subsequent fact-finding mission, it was decided to reinstate the post.

This decision has been greeted with relief and pleasure. The ELO's have over the past decade, played a major role in the shaping of the direction that the profession and ETAI itself has taken. ELO's such as Harold Fish, Peter Hargreaves, Ian Seaton, and Michael have left their imprint on the TEFL scene here and made numerous friends. The British Council has been supportive of the fledgling organization at all stages and without their active backing, many ETAI projects would never have got off the ground.

It is appropriate at this stage to mention the kindness and willing assistance displayed by Mr. Peter Sandiford, the British Council Representative, in the recent period without an ELO. His support has been invaluable.

The Anglo-Jewish Association (AJA)

Leading members of the AJA were present at the ETAI Conference this summer. The Association has very generously offered to help us in our work by providing scholarships for ETAI members to study in the UK and by giving a grant in aid of ETAI delegates representing us at IATEFL and other international conferences to be held in the UK. The Executive Committee and all members of ETAI wish to thank the AJA for their help.

Summer School Scholarships

Members of ETAI wishing to apply for Summer School scholarships offered by the British Council and the Anglo-Jewish Association for July 1991 should apply at once to ETAI, POB 7663, Jerusalem 91076. Applications should be in English and give full particulars of the candidate's education and teaching experience. The scholarship covers tuition and accommodation fees; candidates must pay their own travel expenses.

New Faces

The fact that we have three annual conferences at a national level places great strains upon the organization. It is difficult to expect the same people to appear and present time and time again, and to constantly show fresh approaches. New ideas and new presenters are more than welcome. It is this exchange of fresh ideas which has made our meetings the exciting encounters they are.

The administration of ETAI has over the past ten years fallen upon the shoulders of a few willing volunteers who, with our dynamic Office Director, Judy Ernstoff, have given the organization the drive and impetus of the past few years. Several members of the National Executive Committee have been in office since the organization's inception and others for over five years. It seems clear that a healthy organization needs rotation and a change of leadership at all levels (branch and national). Without this change, hardening of the intellectual arteries can set in and much that is unique to ETAI can be lost. We are sure that members will respond to the opportunity to contribute and participate in the exciting process that is ETAI.

A final word of thanks to those people behind the scenes who ensure the successful functioning of this association — the National Executive Committee. Without them and our tireless Office Director, we would not have been able to do so much.

Best ETAI wishes for an exciting and fulfilling school year.

ETAI — Change of Address

ETAI offices are now at Lev Ram Building, Dvora Hanevi'a Street,
Jerusalem
Post Office Box: POB 7663, Jerusalem 91076 (no change)
Telephone: 02-293607

8th ETAI SUMMER CONFERENCE PROGRAM
The Hebrew University Jerusalem
July 4–5, 1990

Speaker	Title and Abstract
Dr. Harry Chasty Dyslexia Institute Staines, England	OPENING SESSION: Developing Learning Skills in Language Teaching.
Dr. Dan Sharon Director-General Ministry of Education	OPENING SESSION: High-Technology and Education in the 1990's.
Avril Rose	Integrating Writing Activities into an Oral Program for the First Year of English. A short discussion on how an oral program can be extended by including writing activities as part of a multisensory approach.
Yehudit Ben-Menahem	Spelling/Reading for Beginners and as a Remedial Aid. An efficient way of training pupils in these skills while going on with regular comprehensive teaching of the language, without spending too much time on it.
July Kemp & Elana Milstein	Has the Pendulum Swung Back? An integrated approach to the teaching of grammar, vocabulary and the four language skills as presented in a new textbook for the upper-intermediate level.
Lauren Lewis	Computer-Assisted Contextualized Vocabulary Training (CACVT) — A Course Unit for the EFL Classroom. This courseware applies the basic principle of teaching vocabulary items in a meaningful context with the aid of a computer. CACVT presents and practices 3,000 words covering the Ministry vocabulary curriculum for Grades 7–12.
Hannah Roth & Dalia Goldberg	A New Computer Program for High School. Reasons for creating this material and a demonstration of the computer programme and how to print off the material.

Sue Kerman & Ditza Verter	**_Encounters_ — Reaching the Weaker HS Students. Various techniques for teaching 3pt. 4pt. students the skills needed — reading, answering questions, vocabulary development, ways of attacking grammar.**
Carmela Sulkes	Games and Drama in the English Language Classroom.
Tsafi Ben-Shachar	Candy Can Do It — A New Multi-Media Series for Beginners.
David Young	Teaching Dictionary Skills. A brief history of the development of the English dictionary, followed by practical examples how to teach its use in class.
Pamela Halperin	How to Break the Ice in Their First English Lesson. A "teddy bear cum pupil" shows how much English he knows via cognates. Audience must know basic Hebrew in order to "learn" the English!
Shlomit Ilan	"GAME — Global Analytical Method of Teaching the Reading of English," for teaching reading and writing to dyslexic students.
Veronika Kardosh	Introducing the Dictionary: Hints for the first few lessons in 10th or 11th Grade. Mainly for use of English-English dictionaries, but applicable to bi-lingual also.
Eddie Carter	1992 and ESP. The economic, political, and technical union of Europe has vast potential for Israel's economy, industry, and commerce. Focus on role of English and the implications for teachers and the education system.
Janet Goren	_Roots in the Galilee_, by Dr. Yossi Levi. This book consists of 14 short stories which tell of 14 outstanding persons who love Israel, its land and people.
Ephraim Weintroub	Fill-ins for Dead Time. Some quick exercises, ideas to make those "dead moments" in any lesson come alive.
Alan Maley England—IATEFL	Literature as a Language Learning Resource. British Council Guest.
Phyllis Ziegler New York City Board of Education	An Overview of ESL Curriculum and Methodology in the elementary grades in NYC Public Schools. Strategies for increasing student-student interaction.

Avi Tsur	Ten Minutes Left — What Do I Do? How to utilize those minutes in an instructive and fun way.
Naomi Kubitsky	Relaxing Pupils Before the Oral Exam. Participants will do the relaxing exercises themselves.
Yael Bejerano & Esther Klein-Wholl	Improving Reading Comprehension by Verbalization of Cognitive Processing in Small Cooperative Groups.
Jean Vermel	Telecommunication is not about Computers. Inter Action will demonstrate and explain their new telecommunications network set up for teachers and pupils.
Hedva Vital	Longman Readers and Dictionaries — How Do We Use Them? An original way of teaching dictionary skills that will eventually help cope with Readers at higher levels.
Margaret Porat	"A Game is not a Game" — Using Games in the Foreign Language Classroom. Presentation of different game patterns for the EFL classroom and how they can be made easily and economically, and adapted to any level.
Brian Gorman Scotland	Debating — Teaching, Organizing, Judging.
Hamish Norbrook BBC, London	Getting to Know Video — Inviting Video Into Your Class and Staying Alive!
Dr. Harry Chasty Lindsay Peer	The Challenge of Teaching Dyslexic Students.
Nancy Milgram	Writing Poetry: A Vehicle for Promoting Self-Expression in English. Using simple poetic structures to write meaningful, satisfying poems and thus increasing and enriching vocabulary, while reviewing parts of speech, and enhancing students' confidence to express themselves.
Marianne Newman	*All My Sons* — A Play to Identify With. Approaches and techniques which help the teacher bridge the gap between text and student and make the reading of the play a meaningful experience.
Mark Axel	The Advantages of Using the Personal Computer Over the Written Page. Interactive nature of the PC, ability

	of the teacher to personalize the program, and inability of the student to look ahead for the answer!
Lieske Bloom & Leonard Cohen	Talking and Listening for Adult Students — the Wide World.
Gusta Nagel	Paraphrase Exercises Based on the Literature material of the Bagrut exam. To improve awareness of different ways of expression, and at the same time, to reinforce the literature material.
Ilona Treitel & Lily Vered	British Culture, the American Experience: Culture Courses as a Component of the Teacher-Training Program. Two models for improving language proficiency; providing opportunities for peer teaching; and providing background information about Britain and USA.
Michael Toben	Don't Run Out on Prepositions. Learning and teaching prepositions for EFL speakers.
Ronnie A. Gordon New York, NY	Motivating Activities in the ESL Classroom. Successful strategies for integrating reading and writing with intermediate level HS students. Group and individual activities adapting literature units, creating magazines, journals, interviews, poems, and dialogues. Sample lessons, materials to be distributed.
Rachel Saperstein	The Teen-Age Textbook Series. Dealing with the less-able teenage students. Discussion of books *Teens in Town, Teens Work it Out,* and *I am a Teenager*.
Tmima Bar-Ilan	Correcting and Grading a Composition. Based on a composition written by a 12th grade pupil, teachers will discuss different ways of indicating mistakes and giving marks.
Abi Schatz	Life-Savers. Selection of time-filling activities to use when you or your students are tired, bored, or out of material.
Nava Horovitz	Helping Pupils Help Themselves. Materials for a self-study centre will be presented and discussed.
Dvora Ben Meir	*Signal CQ* — A Preview of New Telecasts for the Seventh Grade.

Sheila Been & Marcelle Dray	Grammar — Has It Come Back? Where Shall We Put It and What Shall We Do With It?
Raphael Gefen	English in the Long School Day.
Ditza Verter	Motivating Advanced Students. Illustrating use of the new *Jerusalem Post Reader* to improve the skills of advanced learners and concentrating on the needs of these students.
Lindsay Peer	Multi-Sensory Teaching and the Development of Control Over the Learning/Thinking Process.
Tamar Feuerstein	Teaching English Differently in Junior High. Discussion of hands-on experience with the approach exemplified by the new *Junior Files* Series.
Ruth Montalvan USIA, Washington D.C.	Handling Large Classes.
ETAI News Session	Discussion of New Directions for ETAI and General Information.
BRITISH COUNCIL — Reception	
Elite Olshtain	PLENARY: Changing Trends in Methodology and Curriculum Design.
Stephen Hirsch	Using Readers as an Alternative to a Textbook for Slow Learners.
Joel Rosenfeld	Objectifying the Subjective — Issues in Textbook Evaluation. Consideration of basic evaluative criteria to aid in the assessment of ELT material.
Alan Lipsey	Five Simple Steps to Improve Your Teaching. Easily applied techniques to make life easier and more productive for HS teachers.
Elfie Arditi & Judy Eber	Telecommunications as a Tool for EFL. Several students' and teachers' projects will be shown and explained to give limited hands-on experience.
Carolyn Roles Oxford U. Press	Using Video in the Classroom, introducing Oxford University video material.

Dennis Delahunt **Penguin Books**	Reading Comprehension.
Nadine Rossi	Encouraging Original Thinking As Well As Independent Writing. Reinforcement of a previously taught grammar topic.
Roann Altman	An Efficient Way to Learn English. How to use some of the materials developed for teaching English the Silent Way. To identify relevant curricular objectives, participants will learn a color system for coding sounds, will work with grammatical relationship rods, and will study word charts.
Sue Kerman	Practicing Language Through Newspapers.
Ephraim Weintroub	"Faces of the Past." An investigation of the influence of past figures on our present teachings. An exercise workshop on self-awareness.
Ann Swersky	The Use of Debating as an Educational Tool in the Classroom.
Babette Kaplan	How to Sustain Our Interest and Enthusiasm for Our Teaching and Learning.
Kari Smith	Making Learners Responsible for Their Own Learning Process. This responsibility should be extended to testing situations as well in which the learners are capable writers of their own class tests.
Hamish Norbrook BBC, London	(a) Voice-Training — Even More Important Than the Blackboard? (b) Using Video — For those who haven't tried it and are not sure how.
Stella Statman	Signposts in Discourse — Teaching Grammar as an Aid to Comprehension.
Lynn Gamady	How to Use *English Calling* for Beginners. Seeing this completely new book from the author's point-of-view.
Ronald Green	Teaching Heterogeneous Courses for 3pt, 4pt Bagrut. Based on the book *Green Lights to English*.
Ruth Montalvan USIA, Washington D.C.	Teaching Learning Strategies.

Alan Maley England	CLOSING PLENARY: EFL in the Nineties — Continuity and Change.
Ruth Montalvan USIA, Washington D.C.	CLOSING PLENARY: Are You Ready for the Nineties?

ETAI Workshop Report:
KEEPING UP ENTHUSIASM FOR TEACHING AND LEARNING

presented by ***Babette Kaplan***, Bet-Berl College

All teachers need a support system and one that has been tried successfully in California by Professor Julian Weissglass of the University of California, Santa Barbara is what is known as "Consultative (or "Supportive") Listening", whereby teachers of mathematics have set up dyads or pairs with each other and have learnt to exchange effective emotional help. Equal amounts of time are taken by each pair to discuss or discharge problems that arise through teaching. The teachers are taught to listen well and not to interrupt, judge or give advice or blame each other. A similar model, called "Creative Listening" was recommended by Jim Wingate at a meeting of ETAI activists in Israel. Teachers in California find the model useful, as confidentiality is assured. Professor Weissglass also says "If we're not making mistakes in our teaching and learning, we're not taking enough risks".. The workshop was based on the above model, which aims to support colleagues and prevent burn-out.

References:

"Creative Listening", Rachel Pinney 1983, London.
"Learning, Feelings and Educational Change", Julian Weissglass, Theresa Weissglass, 1987.

ETAI Workshop Report:
LET YOUR STUDENTS WRITE THEIR OWN TESTS
presented by *Kari Smith*, Oranim

Many teachers of English as a foreign language have to face the problem of a lack of motivation in their students. A way to overcome the problem is to involve the learners in the learning process and to let them be responsible for what and how they study. Letting your students write their own test is one suggestion of how this can be done. The ideas relate mainly to classroom tests with a formative purpose. Another underlying principle is that tests are viewed as important teaching material. The procedure ensures a thorough analysis of the material taught, and the analysis serves as a means of reviewing the material and helping the students get a summary of it. The teachers collect the students' analyses and organize them in a format the students can work with. The next step is to ask the learners to write out a test based on the analysis after they have been informed about the basic criteria for a test: test only what has been taught, increase the level of difficulty, and write clear instructions with no ambiguity. In order to write such a test the learners must go through the material very carefully and understand it well. This becomes their own preparation for the real test. So far the work suggested can be done individually or in groups. What class-setting to choose depends on the class, the teaching situation, the teacher and his/her goals with the activity. Groupwork might be favoured, because the learners can learn from each other, and there are lots of opportunities for using the language meaningfully, provided, of course, that the teacher constantly encourages the use of English.

At this point the teacher collects the tests written by the students, individually or in groups, and at home he/she makes up the real test based on the students' suggestions. While doing this the students' work is being corrected, and it is ensured that each group or each learner contributes something to the test. It is also the teacher's task to distribute the weight of the various items chosen. The result is that the test finally given is a student-product, but they do not know exactly what items will be in the test because they do not know what the other learners wrote, nor do they know what the teacher chose from the test they wrote. So the element of the unknown is there alongside the element of familiarity with the material and the tasks given on the test. This is crucial in reducing test-anxiety which might be a problem for many students.

The students' motivation is usually higher because they know that the test is their own product, and only they are to blame if it is not to their liking. The test is not something frightening that the teacher has created in order to fail them. The preparation for the test has been done without panic under the careful guidance of the teacher with a little help from their friends. If the goal is to have a serious test, it is taken individually without any help. But if the teacher wants to use the test for teaching/learning purposes only, it can be taken and corrected in groups. This depends on the teacher's objective with the test, and one way is just as good as the other as long as the teacher has the aim in mind.

By letting your students write their own test, it is possible to reduce their anxiety before the test and also to increase their motivation for taking the test. This is the result of the procedure which ensures that the material to be tested is analysed, organized and reviewed several times by the learners. The students have become testwriters as well as test-takers, and the next step is to make them evaluators. Another paper will deal with this.

ETAI Workshop Report:

IMA: COURSEWARE PACKAGE FOR LEARNING ENGLISH VOCABULARY

presented by *Laurin F. Lewis*, Rehovot ,

IMA is the Hebrew acronym for "Otsar Milim b'Anglit", meaning "Vocabulary in English".

IMA is an adaptation to the computer medium of the successful books, *Contextualized Vocabulary Tests 1, 2* and *3*, by the eminent EFL author, L.A. Hill. These books make use of the fundamental insight, known to anyone who has ever struggled with a foreign language, that vocabulary is best retained when it is learned in a meaningful context. Accordingly, the "target words" are embedded in lively and interesting texts, supported by abundant illustrations.

IMA incorporates the three published volumes of *Contextualized Vocabulary Tests*. Together these books encompass 118 lessons. As each lesson teaches 30 words, the total number of words taught is over 3000. These words are drawn from the frequency list compiled by the author, corresponding approximately to the Ministry of Education's list. The program starts from about the Israeli 6th grade level and extends beyond the 12th grade.

Each computer lesson begins with a "Meet the Words" stage, in which the words to be learned are introduced in context. The student can select an unfamiliar word, and, when he presses a help key, the word appears in Hebrew translation.

The core of the program is the contextualized practice, in which students must fill in blank spaces in a text. The possible words appear at the top of the screen in their base form, and the student must make a selection for each blank. An English/Hebrew "dictionary" is available at the touch of a key. After selecting correctly, the learner must add the appropriate inflection (ED, ING, LY or S) or, in the case of irregular forms, must make the required internal changes (e.g. mouse/mice, write/wrote). Therefore the student is called upon to exercise his knowledge of English grammar while he is expanding his vocabulary.

The program supplies review exercises, in the form of multiple choice questions (English/Hebrew), for every three lessons. In addition, the accompanying teacher's program includes a review generator, so that the teacher can add as much review material ad he/she may find appropriate.

The translation to the computer medium brings to the student the advantages of individually-paced learning, immediate feedback, and instantaneous help. A wrong answer is indicated by a buzz, and a right answer by a beep. The student can interrupt his lesson and save his work in order to continue later. A system of scoring allows the student to compete against himself, and gives the entire learning activity a game-like atmosphere. On-screen help in pronouncing the words is also available.

IMA is fully configured for stand-alone work stations and for the networked computer lab. When the student begins, he is asked to "log on" with his password. At the conclusion of his session, a record of his work is saved on an individual data diskette or a central hard disk, from where it can be retrieved later by the teacher.

The IMA authoring program, which enables teachers to introduce their own texts, is also available.

IMA runs on all IBM or comptible microcomputers. For full information regarding IMA, contact:

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ETAI Workshop Report:
CULTURE COURSES AS A COMPONENT OF TEACHER EDUCATION

presented by *Lily Vered* & *Ilona Treitel*, Levinsky Teachers' College

All students in the English Department at Levinsky Teachers' College are required to take two culture courses in their second year of studies. These courses, namely BRITISH CULTURE and THE AMERICAN EXPERIENCE, aim at four basic goals:

a. To improve language proficiency in all skills via exposure to a variety of authentic materials and a wide range of classroom activities.
b. To provide opportunities for peer teaching and speaking in front of an audience.
c. To provide background information about Britain and the U.S., relevant to other courses (e.g. literature).
d. To provide an impetus to individual students to pursue further independent study in an area of personal interest.

Moreover, culture courses provide an opportunity to integrate and apply knowledge or information acquired in other courses. In this manner there is, for the learner, re-entry into material studied and an actual example of how various courses are components of a whole program.

The syllabus of the English Program can be divided into four major sections or "blocks" of courses.

i) Language proficiency courses — i.e. courses that are directed at improving the students' general language skills and stressing accuracy. These include listening and pronunciation, speaking, reading and writing.

ii) Linguistics and Literature courses — which include theory and analysis of either language components or literary works.

iii) Education and Psychology courses, some studied in Hebrew.

iv) Teaching Practice, which includes the methodology courses, observation and apprentice teaching.

The culture courses relate to each of these blocks in one of two ways: in some cases an assignment cannot be fulfilled without access to knowledge acquired in another course, such as linguistics or literature. In other cases the assignment reinforces a skill fostered in another course — such as listening or preparation of materials.

Also, since both courses are given in the second year there is also transfer from one to the other. If the American Revolution is dealt with, knowing about George III and his policies from the British point of view enriches the experience; and other examples abound.

Although both courses have some common goals each is modeled in a different manner.

It is difficult to evaluate adequately and objectively to what extent the aims are achieved. But since students fill forms both for the instructors and as part of the general college feedback (anonymous), information is gained. Also, instructors of fourth-year-students, the academic year, notice a distinct difference between students who have taken the course and those who have not. The distinction is in the manner of reading, the ability to recognize historical processes, social conflicts and religious or economic influences. Further, students have made use of work done in these courses in writing their third year project papers, e.g. a student chose to teach English around the central topic THE SIXTIES.

ETAI Workshop Report:
COPING WITH THE HETEROGENEOUS 3- AND 4-POINT CLASS

presented by *Ronald Green*

One of the main difficulties facing the teacher of weaker pupils in the 12th grade in the lack of motivation on the part of the pupils. The fact is that while even the weakest pupils in the 3/4-point class seem to function adequately on a communicative level — they understand English lyrics of pop songs and the sound track of American films, and have no difficulty in communicating with English-speaking tourists — they have difficulties in passing English examinations.

Like it or not, pupils in the 12th grade have one main purpose for sitting in English lessons: to pass the Bagrut exam. It is essential, right from the start of the year, to make clear that their aim coincides with the teacher's during this last year of high school. Once the pupils understand that the teacher's aim is to teach them "English for a Purpose" rather than the nebulous "English", the problem of motivation has been largely overcome. As there should be no contradiction between "learning for the Bagrut" and "learning English", it will be irrelevant to the teacher how the purpose of learning English is presented and defined.

The presentation was based on the new textbook *Green Lights to English* which encompasses a functional approach where the aim is clear throughout. Participants in the workshop agreed that for weaker pupils, deductive learning of grammar is more effective than inductive learning; linguistic structure is used as a focal point or "peg" for the ideas that follow. In addition, constant decisions have to be made by the teacher as to the extent and depth of linguistic explanations. This will mean using a "pedagogical" grammar as against a "scientific" grammar (Gefen 1986:10); in other words, we teach what we think the pupil should know for the purpose we have set.

A heterogeneous class of 3- and 4-pointers is not necessarily a liability. On the contrary, it is a way of encouraging those pupils decreed as "3-pointers" to become "4-pointers", i.e. giving the former the possibility of learning more of the language. In addition, as much of the material for 3-point and 4-point exams is similar, when the pupils are using the same textbook clearly showing what is required for each level, the 3-pointer is constantly able to assess his own progress and capability.

The materials are arranged so that pupils are able to work according to their level and thereby not increasing teacher — load in the heterogeneous class. At the same time teachers are encouraged to use the materials to raise the level of the weaker pupils, and examples from Reading Comprehension and Cloze exercises were given in the workshop.

Motivation, noticeably lacking in weaker pupils, was the main message of the workshop. By using the Bagrut examination as the motivation (dare we say "bait"?), the level of English in the 3/4-point heterogeneous class can be raised in general and among the weaker pupils in particular.

Gefen Raphael. *Teaching the Pedagogical Grammar of English* (Second Edition), Jerusalem: Ministry of Education and Culture, 1986.

ETAI Workshop:
THE ENGLISH BAGRUT COMPUTER KIT

presented by *Hannah Roth* and *Dalia Goldberg*

Two computer disks suitable for the IBM or compatible computers contain an Electronic Resource Library of original Bagrut type exercises: cloze, dialogue, grammar and rewrite. The kit enables anyone, including those who have never touched a computer before, to benefit from the efficiencies of technology. By pressing two or three keys the teacher can view a particular page of exercises

NEWS FROM "ENGLISH BY TELEVISION"

by *Dvora Ben-Meir*

CANDY CAN DO IT was launched at the beginning of the school year. This innovative series is the first colour television production produced for ENGLISH BY TELEVISION. Although the concept of using children's songs as the core of a television series for young beginners was crystallized a few years ago, many difficulties stood in the way of turning the concept into a viable program. Firstly, the choice of songs. The first proposal tried to use popular tunes, such as those of the Beatles. However, even though these tunes were authentic and easy to sing, they usually dealt with themes outside the realm of a nine year old's world. For example, the popular Beatles song, "Hello, Goodbye" would have provided easy and useful vocabulary, but the message of the song was certainly beyond its literal meaning and would not be relevant to a fourth grader. The decision was therefore taken to select those classical, universal children's songs that have become part of the repertoire of the English-speaking child's world. Nine songs were chosen from an American television song show called "Kids' Songs" — Video presentations of children singing these popular classics. The nine songs chosen had to meet strict linguistic and educational criteria; for not only did the songs have to be valid in themselves, but they also had to be able to serve as a springboard for the production of teaching materials. The nine songs that met this standard and are included in the series are: Old MacDonald Had a Farm; The Bus Song; If You're Happy and You Know it; The Circus is Coming to Town; Bingo; Win or Lose; There's a Hole in the Bucket; I Want to be a Fireman; These Bones.

The second major production problem was the choice of a format for the presentation of the songs — a format which would both introduce the melody and the lyrics of the song and also provide language in action for the young viewer. After many false starts the production team created a stimulating and educational setting — a film studio which is outfitted with musical, filming and computer technology. A very special computer, *Candy*, becomes the link between the director (Jonathan), two visiting children (Shirley and Ronny), and the outside world of video clips, newspapers, and people. Candy, a humanized computer, becomes Ronny and Shirley's friend and joins them in playing tricks, singing songs and solving problems. The language presented in these situations is rich but repetitive, and it is believed that young learners will be able to pick up chunks of useful interactive language by viewing the telecasts frequently. The situations are also varied and try to present visually-rich material which sparks off a child's imagination and motivates the viewer to view the telecast more than once.

Once the telecasts were produced, the central problem was conceptualizing the nature of the accompanying teaching materials. Since the series was produced for the oral-aural stage of language learning it was clear from the outset that the materials would not include written language. The writing team analyzed the scripts carefully in order to determine the language items and functions that would be focused on in eaech unit. Each telecast was broken down into four lessons which would include two viewings of the telecast, presentation and practice of the language items (vocabulary and phrases), and listening comprehension activities. It was decided to produce a Pupil's Book in full colour, using computer graphics and photographs from the telecast, a Picture Dictionary and board games.

It is accompanied by an Activity Book which provides the young learner with puzzles, practice in developing reading readiness, and homework tasks. There are also opportunities for cutting and pasting pictures for classroom games and activities. Both the Pupils' Book and the Activity Book are integrated with an audio-cassette intended for use both at home and in school. Pupils listen in class and perform a specific listening task; they review the same listening text and perform a similar task at home. This reinforces the listening skills so vital at this stage and provides opportunities for review at home without having to resort to writing and reading tasks. In the Activity Book the pupils are provided with space to write the instructions for homework in their mother tongue.

An essential component for the implementation of the series is the Teacher's Guide. Again, since the Pupils' Book is not accompanied by any text whatsoever, teachers are dependent on a Guide to activate the page and to understand the teaching objectives. The Teacher's Guide includes information crucial to the teacher: a breakdown of each unit into four lessons, a breakdown of the language items focused on in each lesson, step by step procedural guidelines, suggestions for innovative optional activities, pictures for classroom utilization and ideas for utilization of the video cassettes.

In cooperation with Raphael Gefen, Chief Inspector for English, and the Regional English Inspectors the series was presented to teachers all over the country in May and June. These sessions were given by regional counsellors who had attended workshops from December to May at the Educational Television centre. The information days were held in 15 different centres and at the E.T.A.I. Conference in Jerusalem. Teachers requesting further training attended in-service courses in August and September; in many centres the Regional Inspectors are planning on-going workshops for teachers using CANDY CAN DO IT in the classroom this year. Teachers interested in attending such workshops should be in contact with their Inspector or with the Coordinator at Educational Television.

The series will be utilized in a second cycle starting in January. Based on the same nine telecasts, a Pupil's Book, Activity Book Audio-cassette and Teacher's Guide will be produced to teach reading and writing in a systematic and motivating way. This ensures teachers using the series CANDY CAN DO IT with a year's learning program which implements the guidelines of the Syllabus for Grade 4. The series provides ample material for the oral-aural stage and also provides carefully constructed material for the reading and writing stage. The materials in both cycles provide the pupil and the teachers with a motivating and systematic introduction to the first year of learning English as a Foreign Language. The materials incorporate the most modern technology and methodology, yet remain user-friendly at all times. Teachers will be pleased to have materials that include familiar activities on the one hand and innovative and creative activities on the other. Songs, chants, pair work, role-play, dramatizations, action games, and board games are all part and parcel of the English lesson; CANDY CAN DO IT provides all of these for the pupil and teacher.. Teachers using the series will be using the most up-to-date methodology that ensures success in learning English in the beginning stage.

Grades 5 and 7

A new Grade 5 series is now in the conceptualization stage. The advisor, Judy Segal, and the Chief Inspector, Raphael Gefen, are drawing up the syllabus for the production team. It is hoped that this series will serve as a methodological follow-up to CANDY CAN DO IT by drawing on the rich language the children have been exposed to and presenting the language structures and vocabulary suggested in the English Syllabus.

The Grade 7 series, SIGNAL; C.Q., was presented to teachers at the E.T.A.I. Summer Conference. The telecasts and accompanying materials are being produced and should be ready for the school year 1991–92. In-service workshops will be held during the current school year in order to familiarize teachers with the new series. It is aimed at a wide pupil population and the materials will include differentiated activities for pupils of varied levels of competence. The telecasts provide opportunities for the learner to see and hear English in action; dramatic adventure episodes involving teenagers and their travels to different parts of the world suggest a wide range of activities for classroom utilization. The importance of the television medium for the learning of language has been impressed upon all teachers due to the success of previous ENGLISH BY TELEVISION series; it is hoped that the new series will continue to provide the pupil with the rich language and educational opportunities that it has in the past.

LETTERS TO THE EDITOR

BAGRUT EXAMINATION, JUNE 1990

Sir,
I would like to express a protest at a number of questions in the Bagrut English Examination Questionnaire, Versions A and B (5 Points).

1) The meaning of the word "litany" in the *context.*
In many of the dictionaries e.g. Hornby et al., "The Advanced Learner's Dictionary of Current English", 1983 edition, the *only* explanation for litany reads "litany n. form of prayer for use in church services, recited by a priest with responses from the congregation". This of course is not the meaning of the word according to the context of the Reading Comprehension, but was the answer given by the "teachers" who publish the answers to the Bagrut paper in the Maariv newspaper!

The question is therefore not only unfair but extremely frustrating to pupils who have enough difficulties without having to find that their dictionary is inadequate! That question should be excluded from the test.

2) Rewrites: The manager postponed the meeting till the following week. (off); He thinks I am inferior to him. (down on); Young children usually admire their older brothers and sisters. (up to)
In all these questions — Phrasal Verb construction — by giving only the preposition or prepositions a pupil had no chance of looking the answer up in the dictionary if he or she did not know those phrasal verbs by heart. Our aim in preparing a pupil for the exam is not that he or she will know every word and idiom in the English language, but to give them the ability to

understand and answer questions with the help of the dictionary that they are allowed to bring with them. If we expect them to know everything off by heart, they might as well leave the dictionary at home!

It is very clear to many people that the examination is not properly checked before it is given to the pupils to write. Perhaps that would not be of such great importance if it did not upset the pupils so much and increase the stress they are under during the exam.

Fay Morris, teacher of English to adults

(Editor's Note: the word "litany", as used in "The Jerusalem Post" article which served as the reading comprehension passage in the Bagrut, was tested in order to probe the skill of "hypothesis testing" (guessing from the context), which every teacher is supposed to impart to pupils. Immediately looking up an unfamiliar word in a dictionary is not the first step the reader takes; and if the dictionary definition does not fit the context (i.e. the word is used metaphorically), the reader must study the context even more thoroughly. In other words, reading comprehension is not ONLY a dictionary skill. The meaning of "litany" as "list" or "collection" was abundantly clear from the context, as many examinees realized. As for the phrasal verb exercises, pupils looking up in their dictionaries the verbs in the key sentences ("postponed", "admire") should be able to arrive at the correct phrasal; "look down on" can also be understood from the dictionary reference (Hornby). And what is more — all the required phrasal verbs are in the official lexicon of the Syllabus, which teachers are required to teach as a minimum core active vocabulary! In general, teachers should teach using the dictionary as an aid, but not as the immediate source of answers; pupils have to know English as well. This letter and others seem to indicate that too many students are being presented for the 5 Points Bagrut: in other subjects, 5 Points is the "major" subject, taken by a small minority of examinees, whereas in English almost as many do the 5 Points as do the 4 Points. And too many sit for the 4 Points — many more should be sitting for the 3 Points exam where they would stand a good chance of passing (and subsequently sitting for the supplementary 3-4 Points exam if they wish to go to university).

Sir,

We, the English teachers of Zefira High School, would like to make the following comments on the format of the 4 POINT Bagrut examination.

1) The length of the examination: the addition of a multiple-choice exercise has increased the workload of the pupils in the examination. The dialogue,

although worth only 5 points, is still the same length. This means that pupils must devote the same time to this exercise for fewer points and in addition complete the extra grammar exercise. This being the case, perhaps extra time could be allotted in the examination.

2) The cloze exercise: this exercise is almost the same as for the 5 POINT pupils and is known to be the most difficult section of the test. Given this fact, is it fair to expect 4 POINT pupils to perform competently?

Four Point pupils do not have the same privileges and bonuses as 5 Point examinees in university entrance, and therefore their performance should be judged accordingly.

Ulpanat Zefira teachers, Beth Dagan

Sir,

I would like to register a complaint about an unfair question on Part I of the 5 point English Bagrut given on 26 June 1990. The question: "What does the word "litany" (line 40) mean IN THIS CONTEXT?" is unfair because the ONLY definition given in the Ministry of Education approved Oxford Advanced Learner's Dictionary is the word PRAYER. Even a casual perusal of the unseen THE PLAGUES OF SUMMER with its description of ants, wasps, snakes, scorpions, jellyfish and mosquitos makes it evident that the word "litany" in the concluding sentence: "a litany of such nuisances might make us doubt the idyllic pleasures of summertime..." cannot possibly mean PRAYER. In fact, the *perfect* definition for the word "litany" IN THIS CONTEXT, may be found in the Webster's Ninth New International Collegiate Dictionary and is as follows: "3. litany — a lengthly recitation or enumeration of complaints."

It is my humble opinion that the testing committee should review all questions utilizing ONLY the dictionaries required by the Ministry of Education for student use. Furthermore, students should not be expected to answer questions the majority of native speakers and even the Chief Inspector for English could not readily answer.

Cissie Shalkovsky, Headmistress, Ulpana leBanot, Mevasseret

PROBLEMS OF THE ORAL BAGRUT

Sir,

It is quite surprising how a sound idea fails when put into practice, the reason being the human factor. The oral test at my school, this spring, is a good example that the current format, in spite of its validity, often fails. But before analysing the ills I'll mention a few facts.

a. I have yet to meet a teacher who looks forward to testing students, going to another school, travelling distances on buses, or morning-hour traffic on the highways if taking the car.

b. It isn't easy to confront strange pupils' anxieties, make them feel relaxed, be friendly and helpful and at the same time keep in mind their fluency and accuracy, ask fair questions, keep to a time-schedule.

c. My inspector maintains that anyone who teaches a Grade 11 or 12 class should be able to test other pupils. This is not true. We feel quite different with our own class, whom we have often taught a number of years, and total strangers, in a new environment. The teacher, not only the pupil, has to adjust to this kind of situation. If this is true for native speakers as testers, it is certainly more difficult for non-native speakers who, when under mental and physical stress, have a harder time. The oral test is very tiring. One can not act as an automaton, ask the same questions, do the same role-plays (as I have seen testers do). We have to vary the approach from pupil to pupil, get the input from them. While there is probably a lot of truth in my inspector's opinion about the ability of good teachers being able to test other pupils, this doesn't seem to be the case at present.

Teachers do not want to test. They are made to do it under threat that if they don't they won't get a tester for their schools. As long as the human factor, or human failure of individual testers, plays such a vital role in the Oral Bagrut test this will not be a valid test. I have seen testers who do not differentiate between the interview (questions-answers), the monologue and the role-play. The whole test consisted of a barrage of questions. Pupils are not given the chance to answer. In spite of the new Oral Bagrut Guide testers ask unfair or unclear literature questions. Sometimes the class-teacher applies psychological pressure to raise the mark.

This is a good test if applied in a professional manner. The guidelines are clear for the teacher who has taken the trouble to attend in-service-training in oral testing, who has read and re-read the instructions. But too many of the oral testers have not received such training. None has ever screened or observed them for ability to do this highly specialised job.

To make this a truly valid test and stop teacher-attrition and reluctance to perform the job, testers should be tested themselves for suitability. There should be a number of regional centres where pupils are tested, without their class teachers. Specific problems of individuals can be submitted in advance. To be an official tester should be rewarded financially and prestigiously.

Amalie Etkin, AMIT Highschool, Lod

Sir,

I am writing this letter to you out of concern for the English teaching profession and for the reliability and integrity of the *Oral Bagrut English Examination.*

As an English teacher with 20 years seniority, I have been testing Oral *Bagrut* for many years. This year in particular, I have come to the conclusion that the grading of the exam lacks total objectivity and is therefore unreliable, and the system should be modified or changed.

This year I was able to compare the testing and grading in four different types of schools first-hand.

I myself tested two very good 5 Point classes in a school in a neighbouring town. Most of the grades were in the 90's and some pupils even received 100, which they deserved according to all the criteria set forward in the *New Oral Bagrut Guide.* I stand by these grades.

My own class was tested, and in the case of 6 pupils there was a big difference in the evaluation between the 2 testers in the 2 stations. The difference was from 10 to 13 points which translates into 20 to 26 points on the actual grade. My pupils were pretested in an internal preparatory practice exam by another experienced teacher in my school, whose grades were almost identical to the grades given by one of the outside testers. It seems surprising that there should be such a big discrepancy between three experienced teachers who are all *Bagrut* examiners.

My opinion is that the tester who gave the lower grades did not follow some of the testing rules as set forth in the Guide. For example, she tested for accuracy and fluency in the literature station when the grade should be based on the content and analysis of the stories with a slight loss of 1 to 2 points for very bad grammar of fluency mistakes (as stated in the Guide on page 13). I pointed this out to the tester, but of course, I could not influence the grades. The grades in my school were from 64 to 93, with most of the grades in the 70's and 80's.

I also tested in the 2 other high schools in the North in a mostly 3 Point class with a few 4 Point pupils. The 4 Point pupils in the secular school received grades between 80–95 and in the religious school from 60 to 88.

I followed the criteria even though it was obvious that the 3 Point pupils had memorized most of their speeches about the pictures.

Should these pupils who worked hard be penalized?

My own daughter who studies in an excellent 5 Point class with a well-known experienced teacher received the highest grade in her class, which was only a 95, even though she is a fluent idiomatic English speaker, since we speak only English at home. If she got a 95, then who deserves the 100? There are pupils in her class who spent one or two years abroad at American and British schools when their parents were on sabbaticals. Some of these pupils who speak fluent English received grades in the 80's.

There is certainly no objective relationship between the grade in the 80's given to pupils who spent time abroad to the 80's given to pupils who have not.

Is the relationship between the 90's given to native Israelis who in many cases spent summers abroad to the 95 given in my daughter's school to a native speaker, to a few 90's given in my own school to pupils who have never set foot outside of Israel, and have never been in an English speaking environment?

Is the 95–100 category only for "native" or "near native" speakers or pupils who have been abroad?

I am sure if you take a pupil who received a grade in the 80's from each of the above schools and retest them the result will certainly not be the same.

My feeling is that there is no objective relationship between the grades given in the various schools even though logically all teachers should follow the same criteria.

In case of the native or near-native speaker the only place a pupil can possibly lose points is in the literature station and not for fluency or accuracy. A pupil should not be graded for his acting ability in the role play or ability to function as a public speaker in the monologue.

Another point that I want to mention is: Should a pupil from a religious Torah high school be penalized for not knowing the references to the Christian symbolism in the story "Eveline", when such details may not have been stressed in the religious school? This happened to a girl in my daughter's class.

Should a tester not show some tact in a religious school and not comment on the girl's attire (long skirts) or religious convictions, which can cause a pupil an uncomfortable feeling and therefore lower oral ability in an already stressful situation?

I am of the opinion that testers should show a calming positive attitude in order to get the "best" out of each pupil. We should all be interested in encouraging the pupils' success in the examination.

My main points are, to repeat:

A 70–80 or even 90 in one school which may serve an elite population is not the same as in a school with disadvantaged children who never set foot outside the country. Which pupils should be penalized?

A teacher from a disadvantaged school works hard for many years to bring his or her pupils up to a level in which they deserve a grade of 80 or even 90 by the objective criteria, whereas a pupil who has been abroad and is considered a "near-native speaker" also gets a grade in the 80's or even

90's because the tester applies different criteria. How can a test like this be considered reliable? Who is the test meant for?

Another point that caused confusion this year was working on a scale of 12.5 for each sub-division of each station. Our minds are geared to work on a mathematical basis of 10. It took time to adjust to the idea that for example a 7.5 out of 12.5 was not 75% but only a 60%. This may have also caused some discrepancy in the grade evaluation.

Pnina Aronoff Akko

(*Editor's Note: Teachers and testers — please react to this heartfelt letter. Something must be done! Send us your comments without delay.*)

Sir,

I feel very disheartened about the Oral Bagrut examinations this year. Let me stress at the start that I think proficiency in spoken English is very important, and oral interaction in class essential. However, the means of testing this proficiency is problematical and can be capricious in some instances. To tell a frustrated and discouraged group of pupils that the world is not fair either is neither helpful nor educational in this context, but it was hard to find any other answer to their contention.

Without mentioning any names, of testers, teachers or pupils, I would like to state two facts. The first is that it is far harder to gain a high score when pupils are tested on literature containing the poetry option than it is for those tested on the play. Secondly, in spite of the printed explanation sheets and the tester workshops we have had, there is a great difference in the degree of strictness and generosity of the testers. A good pupil tested by one team may receive 95 and one tested by another may receive 80.

To return to my first contention. Too many testers are unacceptably dogmatic about the interpretation of poems. Unless the English Inspectorate comes up with its own standard interpretations of the listed poems, perhaps poems should not be tested. In the "blue Kernerman" book of essays and short stories, there is a helpful section on background and literary analysis preceding each item. Why not the same for poetry? The E.M.T. selection edited by Professor Alice Shalvi supplies a wide range of questions — but no answers. The truth is, of course, that there is no "standard interpretation" — the poets themselves leave us to gain our own insights. This is recognized in the *home* countries of the poets. For example, in "The Pastoral Art of Robert Frost", one reads phrases like these: "difficulties raised by Frost's mode of symbolism"... "every reader will remember a certain feeling of puzzlement"... "Yet the speaker's attitude is also enigmatic"... etc. etc., all concerning "Mending Wall". Unfortunately, there is no such difficulty, puzzlement or enigma in the minds of many of our teachers. Everything is cut and dried and a trite answer is taught and then regurgitated by the pupil... and woe betide a candidate who airs any other opinion or idea. All sense of joy and discovery in reading poems is thus being stifled.

The second source of unfairness becomes apparent when different teams of testers test in the same school. We have three *heterogeneous* 5 Point groups, of 24, 25 and 31 pupils respectively. In the first two groups, 20+ pupils scored 90 to 100, whereas in the third, larger, group only 6 reached 90 and the top score was 93. My pupils were disgruntled. Not only were they tested on poetry and the other two on the play, but they had more discriminating testers, although comparative tests have shown my group to be equal to the others. But the oral test results do not reflect this, hence their feelings of frustration. Perhaps my testers were "fair" and the other team were "extra extra fair". The problem of inequality in testing standards appears 'inflated' this year, because of the score being out of 100.

Joanna Ben-Yehuda, Haifa

Sir,

I would like to suggest that the oral Bagrut examination be moved to the end of the eleventh grade. This would have a number of advantages: Most teachers teach the better part of the literature program in the eleventh grade and therefore must spend precious time reviewing the material again in the twelfth grade, for the oral test. More time could be spent in the eleventh grade on oral activities, so that in the twelfth grade classes could concentrate their full efforts on preparing for the written examination. At present, there is a certain lessening of tension in English classes towards the end of the eleventh grade as students concentrate their efforts primarily on those subjects in which they are to be tested for the Bagrut that year. Moving the oral exam in English to the eleventh grade would thus make English a "Bagrut subject" in the eleventh grade as well, keeping the tension up throughout the school year. This would also have a positive effect on the tenth grade, as they would feel the positive effects of that tension as well. In this way, I believe, oral skills would receive the attention they deserve, by being the main focus of eleventh grade studies. As the situation now stands, the study and practice of the oral skills are overshadowed by the looming written exam.

Ruchie Avital, Ofra

JANUARY 1990 BAGRUT

Sir,
We are writing to express our dismay at the difficulty of the January 1990 English Bagrut exam. We would like to point out a number of specific objections.

3 Point Exam

The text of the reading comprehension on Tussaud's museum is confusing, and sprinkled with a bewilderingly large number of names and numbers; it also assumes a familiarity with the museum which few students possess. Questions 5 and 8 are of a higher level than expected of 3-Point students. Also, the phrase "stay immortal" is of questionable English, so why ask the students to translate it?

4 and 5 Point Exams

In our opinion, the reading comprehension passage "Our Food" demands a sophisticated knowledge of economics, beyond the level of the average 12th grade pupil. In addition, a number of the questions on this passage are confusing, particularly 11a and 12b (4 points), and 2a and 3b (5 points).

We strongly feel that the question dialogue uses an unfair gimmick in the last question, which is less dependent on knowledge of English than on general intelligence.

Regarding the Cloze, the second half of the second paragraph (answers 15–19) is extremely obscure and misleading.

The level assumed in these exams is far above that which has been expected of our pupils up to now.

Susie Zirkel, Noa Sadan, Elana Raz, Mevo'ot Hanegev School

NATIVE SPEAKERS — A NEGLECTED PROBLEM

Sir,
I am an elementary school English teacher and at present am giving "chugim" for native speakers of English here on the kibbutz (children of English-speaking parents, who hear English at home and speak a bit of English themselves). I would like to share with you the reasons why I feel these "neglected" children need our special attention, a feeling stemming from personal experience.

Twelve years ago I made aliya with my parents and two younger brothers. The older brother had just finished sixth grade in Canada. He was exempt here from English studies in Junior High School and in High School, but he read a lot, and when he did his Bagrut (5 Points) in the eleventh grade, he did very well and had no problems at all.

My younger brother went into first grade here in Israel. My mother taught him to read English (why wait till the fourth grade?). In Grade 4 he was exempt from English, and so on every year, despite my mother's pleas — she knew that speaking English and knowing how to read English were just not enough, but the teacher and headmaster had no solution for her. Last year, in Grade 11, my younger brother wrote his 5 Point Bagrut in English. He did not pass. Finally, the teacher decided to take notice, but one year was just not enough. This year he did the FOUR Point Bagrut, and I will be very surprised if he passes.

When I say that "something should be done", I do not mean "by someone" — I mean I am trying to do something myself. Perhaps this is why I started these "chugim" (study-groups) for the native speakers of English here on the kibbutz; however, I do feel that I need training in order to do a proper job. I am sure there are other "neglected" English speakers scattered over the country. I only wish I was better equipped to handle the problem, and that more teachers and principals would show an interest in this problem.

Nina Vazar, Kibbutz Beit Rimon, Upper Nazareth 17950

TEACHING ENGLISH TO IMMIGRANT PUPILS

Sir,

A few months ago I received a request from אגודת ותיקי הפלמ״ח (of which I am a member) to help in the absorption of Russian immigrants. I told them I would gladly help teenagers with their English. The local WIZO branch and various other voluntary organizations are also getting organized and asked my help. All this gave me an idea which I would like to share with you.

When I returned to Israel after a 13-year stay in England and the U.S. I taught Hebrew in Ulpanim of the Ministry of Education, both adults and teenagers. Now that we are again in the middle of a massive Aliya, the Russian teenagers will probably have difficulties adjusting to the Israeli level of highschool English. Isn't there a need to set up some kind of framework, call it Ulpan or what not, to help these youngsters in English? I would like to be involved in such a program because I could contribute towards their absorption, at least in this respect. I would be willing to work with a team and prepare a curriculum to be taught in summer courses and later during the schoolyear. I really would like to contribute towards helping immigrants in the way I know best.

My phone number is 03-351307 and I'm usually home on Sundays and Fridays and in the evenings.

Amalie Etkin, Ganei Yehuda

VIDEOS IN CLASS

Sir,

I wish to express my complete disappointment in the world-famous BBC video course, "Follow Me", which I had the opportunity to view recently, at a teachers' gathering. In quality, it doesn't come anywhere near the high standard of the Israeli Educational Television programs for learning English. In content, it is intended for adults, and is not suitable to high-school pupils of *any* age. The full name of the series, I discovered, is "Follow Me to Britain". The subject matter is of little interest, and it has few of the values we strive for in Israeli society. I am surprised it was approved for use in Israeli schools.

Ari Kernerman, Publisher

A BOOK ON TRANSLATION SKILLS FOR TEACHERS

Sir,

The latest book to appear in the acclaimed Resource Books for Teachers series from Oxford English is *Translation* by Alan Duff.

Although many theoretical books exist on translation, there are very few practical resource books on the subject, and most of them can only be used in the country in which they are produced. *Translation* is designed so that it can be used in ALL countries, by speakers of all languages who have some knowledge of English.

In addition, *Translation* can be used both by experienced teachers and by those who have had no previous practice in the subject, since it gives guidelines for teachers on how to present the ready-prepared classroom material and also on the language aims of each activity.

The whole book explores the use of translation for language learning, providing a variety of stimulating translation activities based on short passages of authentic English from different subject areas. For instance, one exercise involves transforming a passage of text into subtitles for a film.

The exercises in *Translation* are easily integrated into other syllabus work since particular units deal with specific aspects of language, making it an invaluable classroom companion and 'recipe book' for all teachers.

Juliet Jones, Oxford University Press

NEW IMMIGRANT TEACHERS: TRAINING COURSE

Sir,

We, the students of the summer 1990 course for immigrant English Teachers, wish to thank the English Inspectorate for their efforts on our behalf. Having come together from all parts of the globe for a certain goal, we will now go forth better qualified to educate our children in Israel. We hope that we will measure up to your expectations and repay our new country for the help we have been given at this difficult time of our absorption.

Special thanks for providing us with a wonderful facilitator, Carola Trattner. She is a superior educator, whom we shall all try to emulate. She is thorough to the last detail, has excellent command of her subject, and is able to communicate her knowledge to her students. Her enthusiasm is infectious: she has a sincere desire to ease our journey toward the eventual prize of permanent certification. Carola listened to our requests and accommodated us by inviting lecturers to address our needs. The lectures were varied sufficiently so that there was "something for everyone".

מורים עולים, קיץ תש״ן

USING A WORD-PROCESSOR

Sir,

This past year I discovered "Einstein" — not the man but the program. I do have a Personal Computer, but I had not been using it much. Since I learned to use the program, my life as an English teacher has changed. Here are some of the uses I have found for it.

I. Preparing tests. Not only do I print my tests now (my handwriting is poor), but I am able to print as many copies as I need. I can print ditto pages as well, which is cheaper. It is much easier to edit a test when you can delete, rewrite and change the order of the exercises without having to rewrite it all over. I used to write a rough copy, edit it, copy it and start correcting my mistakes using Typex. I got dirty hands and sometimes a dirty face and skirt. I wasted time and effort and the end result looked amateurish.

II. Additional practice. While teaching grammar or language in general I've found out I have need of extra material. One can use the blackboard or even read aloud some sentences, but it's much easier to hand out printed pages. Here again the P.C. helps a lot. I'd already compiled a store of exercises but they are typed or hand-written and I have only a few copies of each. After learning the Einstein writer, I started printing those exercises and saving them on a floppy disc. Now, whenever I need anything on any subject I can check the appropriate disc, look for the subject under a filename or a comment and find it. I can get it, check it and either print it the way it is or make a few changes and then file it again and print it.

I am planning on having a store of different exercises on different subjects, which would only occupy a small box on one of the shelves instead of several drawers! Of course it will take time, but it's the kind of work one does all along while continuing doing one's daily work.

III. General information. This is something I've not done yet but I believe it can be done. I would like to make a list of all my pupils and put down all their marks and maybe their problems in learning English as well. Then I might be able to assign them individual work and keep track of it. I believe it could help me become a better teacher. There again the Einstein Writer's different procedures and modes could help a lot.

Well I believe I've proved my point — Einstein Writer has changed my life as a teacher. As a matter of fact, it has changed my life as cook as well — I copy all those bits and pieces of paper with recipes on them onto floppy discs as well.

Liana Tzur, Jerusalem

Sir,

After much goading, brow-beating, badgering and high-pressured salesmanship mixed in with gentle, though persistent, persuasion, a dear friend of mine succeeded in getting me to buy a personal computer and printer in 1987. My children were thrilled. The oldest used it for his university work. Number two son taught himself to type in both Hebrew and English. Number four son busied himself with computer games. Just Number three son and I kept a safe distance away. He, at least, could say that he was too busy with basic training and afterwards with special courses. I couldn't. I was simply anxious, apprehensive and just plain chicken. The Alts, F7, F9, Pg Up, End, and

F4 kept getting mixed up. True, my stone-age typewriter was slow, noisy and inefficient, but it didn't threaten me. I could depend on it. It pulled no punches.

I took two quickie introductory courses where we sat four to six people around a computer taking turns at the keyboard trying our luck. Words like bytes, cobol, wrap, DOS, and Basic made me doubt whether the effort was worth it. In addition, my friend mapped out all the main commands for the word processor, patiently explaining and re-explaining what to do and what to expect. However, I kept on using my trusty Flintstone model and managing very well, or so I thought...

Every once in a while, she would ask me how I was getting along with the computer and wasn't she right that it was an asset in preparing English teaching material. "Why don't we trade diskettes?" She had some good material on reading strategies. I felt like George Stoyanovich. My summer lasted a full year. Then, early in the Fall of 1988 I impulsively sat myself down in front of the monster and decided not to get up until I mastered it. I sat for hours with my trusty notes from the courses, practicing on tests, correspondence and classroom exercises. I knew I couldn't get up until I subdued the monster and I persevered. I haven't stopped using the computer since.

I have even started badgering, cajoling and brow beating teacher-friends at school to venture out of the caves and join me in the 20th century.

Gladys Leibner, Jerusalem

Sir,

I have been using the Word Processor to assist me in my school work for the past two years and have found it an enormous help.

Since I am both an English teacher and the head of the department at a large school in Jerusalem I use it both for preparing and storing English teaching material proper as well as for all my administrative and bureaucratic responsibilities. I find the amount of time, effort and space that the computer saves me is immeasurable.

Just to give teachers an idea of what it can do for them I would like to give you a short list of the uses I make of it.

As an English teacher:

1. I have stored on diskettes a wealth of my own material as well as material I have exchanged with other teachers. Instead of digging through piles of paper I simply pick out the diskette which contains the material I need from of a dozen or so and print out the appropriate file.

2. I also find the Word Processor a great help in composing tests or altering them to the needs of a new class. It is so easy to move sections around and change questions. It is especially convenient for preparing multiple versions of tests.

As department co-ordinator I use the computer for several duties that were formerly terribly time-consuming:

1. *For preparing class lists at the beginning of the year.* Often I can just move around names on last year's list in the computer, change the date and print out lists for the new year after only a few hours work.
2. *For preparing and storing objective and diagnostic tests.* Since we give regular objective tests during the year to keep track of a pupil's progress as compared to the other pupils in his/her grade I have had prepared a large collection of tests which are stored on diskettes instead of having piles of copies of the test filling up our English cupboard. I print out the appropriate test either on a page to be Xeroxed or on a stencil to be run off and within a day or two the test is ready.
3. *For keeping a record of pupils' results in tests and term marks.* I make a copy of the class lists I have prepared at the beginning of the year to use for recording pupils' test results and term marks. Thus I have stored a constant up-to-date record of each pupil's position and can refer to it when necessary. Usually I print out copies of these lists for reference at teachers' meetings.

   When as a result of objective tests we decide to move pupils around to different classes it is again relatively painless to update my lists and print them out for all concerned.
4. *Correspondence.* I use the computer to prepare lists of exam dates, information and any other notices that I have to pass on to my teachers throughout the year. Since many of these announcements repeat themselves from year to year I can again just print out the appropriate notice when necessary. I also keep track of any correspondence outside the school that I have to conduct during the year.
5. *Interaction.* We have connected up to the Interaction program with the hope of sharing their services. As of yet we haven't made much use of this tie but we have hopes for future activities.

I cannot stress how much time and effort the computer has saved me in the last couple of years, to say nothing of storage space. The ease of access to all the information and material I need leaves me time to deal with other pressing and important aspects of my job that were at times neglected because of my being bogged down in bureaucratic recording and preparation of material.

I highly recommend it to all teachers and especially to department coordinators. The amount of time and effort one puts in to learning how to use the Word Processor is amply repaid in the shortest possible time.

Sue Kerman, Hadassah Seligsberg-Brandeis Comprehensive School, Jerusalem

BRITISH COUNCIL COURSE

Sir,

I am a primary English teacher school from Israel. I have just spent three weeks in the British Council summer school in Chester. And I would like to say what a wonderful experience it was and how much I benefit from it. The success of the course was mainly due to the wonderful organization and the enthusiasm of the course leaders who were: Dr. Gillian Porter Ladousse, David Horner, Maggie Davidson, Marion Clayson, Dr. Joanne Collie and Joan Cook — course officer.

I would like to thank them for all their hard work and to encourage all English teachers from all the different countries to consider taking part in such a scheme, if ever they have a chance.

Apart from practical ideas, the social activities were wonderful too.

Tzippy Cohen, Ashkelon

CONFERENCE ANNOUNCEMENTS

1990

- **E.T.A.I. Annual Conference**
Monday, 17 December, Bar Ilan University
Details from: English Teachers' Association, POB 7663, Jerusalem, Israel.

1991

- **Seventeenth World Congress of the FIPLV**
12–16 August 1991, Pécs, Hungary. In conjunction with the Hungarian Society for the Dissemination of Knowledge.
Theme: Foreign Language Learning and Lifelong Education: "Modern Languages for Adults".
Details from: P. Basel, National Center for Foreign Language Teaching of T.I.T., XI Bocskai 37, H-1113, Budapest, Hungary.

- **Eighth International Symposium on Languages for Specific Purposes**
18–23 August 1991, Ramat Rahel, Jerusalem
Details from: Dr. Dennis Curzon, English Department, Hebrew University of Jerusalem, Jerusalem 91905.

- **RELC Seminar on Language Acquisition and the Second/Foreign Language Classroom**
22–26 April 1991, Singapore
Details from: Seminar Secretariat, SEAMEO Regional Language Centre, 30, Orange Grove Road, Singapore 1025.

- **ETAI Spring Conference**
Sunday, 24 March 1991, Haifa
Details from: ETAI, POB 7663, Jerusalem.

- **International Society of Applied Psycholinguistics, Conference**
16–21 July 1991, Victoria College, University of Toronto, Canada

- **ETAI Summer Conference**
7–8 July 1991, Jerusalem
Details from: ETAI, POB 7663, Jerusalem

Theme: Research Trends in Applied Psycholinguistics.
Details from: Victoria College, 73 Queen's Park, Toronto, Ontario, Canada.

- **TESOL (Teachers of English to Speakers of Other Languages)**
9–13 March 1991, New York, USA
Details from: TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314.

- **12th International Congress of Phonetic Sciences**
19–24 August 1991, Aix-en-Provence, France
Details from: Secrétariat du Congress International des Sciences Phonétiques, Université de Provence, 29 Av. R. Schuman, F-13621, Aix-en-Provence Cedex 1, France.

- **EUROCALL Meeting**
21–23 August 1991, Helsinki, Finland
Details from: Eija Salo, Helsinki School of Economics, Runeberginkatu 14-16 SF-00100 Helsinki, Finland.

- **Linguistics Association of Great Britain: Autumn Meeting**
16–18 September 1991, York, U.K.
Details from: J. Coates, Roehampton Institute, Southlands College, Parkside, London SW19 5NN, U.K.

- **International Conference on Contrastive Linguistics**
10–12 May 1991, Innsbruck, Austria
Details from: Manfred Markus, Institute für Anglistik, Universität Innsbruck, Innrain 52/III, A-6020, Innsbruck, Austria.

- **Seventeenth Annual Conference of the Japan Association of Language Teachers (JALT)**
2–4 November 1991, Kobe, Japan
Details from: JALT, Lions Mansion Kawaramachi 111, Kawaramachi Matsubara-Agaru, Shimogyo-Ku, Kyoto 600, Japan.

- **EXPOLINGUA — International Fair for Languages, Translation and International Communication**
6–10 November 1991, Frankfurt, Germany
Mainzer Austellungs GMBH, Alexander-Diehl-Strasse 12, D-6500 Mainz 26, Germany.

- **25th International Conference IATEFL (International Association of Teachers of English as a Foreign Language)**
3–6 April 1991, Exeter, U.K.
Details from: ETAI, POB 7663, Jerusalem.

1992–1994

- **EXPOLINGUA — International Fair for Languages, Translation and International Communication**
25–29 November 1991, Frankfurt, Germany
Mainzer Austellungs GMBH, Alexander-Diehl-Strasse 12, D-6500 Mainz 26, Germany.

- **IATEFL — 26th International Conference**
3–9 January 1992, Barcelona, Spain
Details from: E.T.A.I., POB 7663, Jerusalem

- **Tenth World Congress of the International Association of Applied Linguistics (AILA)**
8–12 August 1993, Amsterdam, The Netherlands
Theme: "Language in a Multicultural Society"
Details from: Johan Matter, Vrije Universiteit, Faculteit der Letteren, Postbus 7161, NL-1007 MC Amsterdam, The Netherlands

- **Eighteenth World Congress of the FIPLV**
in conjunction with the Fachverband Moderne Fremdsprachen (FMF)
28 March–1 April 1944, Hamburg, Germany
Details from: FIPLV Head Office, Seestrasse 247, Ch-8038 Zürich, Switzerland

״עלון למורים לאנגלית״, מספר 41, כסלו תשנ״א, דצמבר 1990

תמצית המאמרים המופיעים בגליון זה:

INFORMATION FOR ENGLISH TEACHERS

מידע למורים לבגרות ולמעריכים בבחינות הבגרות על שינויים בבחינות, על הסמכתם של המעריכים, בחינת בגרות בהבנת הנשמע תש״ן (1990), משדרי הטלוויזיה החנוכית בקטלות, ספרי לימוד חדשים, ״החינוך במאה ה־21״, הוראת אנגלית לתלמידים עולים־חדשים, הנחיות לנבחנים דיסלקסיים בבחינות הבגרות.

"TRANSLATION SKILLS" SYLLABUS

מידע למורים, תכנית הלימודים, פרטים על ספרי הלימוד הקשורים למקצוע הבחירה החדש (2 יחידות) המיועד לתלמידים מצטיינים באנגלית ובעברית.

DYSLEXIA

תיאור עבודתו של המכון הישראלי לדיסלקסיה בלימודי אנגלית.

ACHIEVEMENTS IN GRADE 6

סיכום בחינות הישגים באנגלית במאה בתי ספר, כיתות ו׳, במגזרים היהודי (מ״מ וממ״ד), הערבי והדרוזי.

HI-TECH IN THE ENGLISH CLASSROOM

מאמרים על השימוש בקלטות שמע, קלטות וידיאו, ותכנות מחשב בלימודי האנגלית.

NEWS FROM TELEVISION

מידע על הפקות חדשות מהטלוויזיה החינוכית.

ENGLISH WITHIN THE LONG SCHOOL DAY

הצעות לפעולות בהוראת האנגלית במסגרת יום החינוך הארוך, וגם בבתי הספר שאינם כעת במסגרת הזאת.

ENGLISH TEACHERS' ASSOCIATION

חדשות מאגודת המורים לאנגלית, דו״חות מועידת קיץ 1990, כולל הסדנאות, ופעולות בשנת הלימודים תשנ״א.

LETTERS

מכתבים למערכת.

משרד החינוך והתרבות
המזכירות הפדגוגית — הפיקוח על הוראת האנגלית

עלון למורים לאנגלית

(כולל "דפי הדרכה לאנגלית")

מספר 41
כסלו, התשנ"א, דצמבר 1990

1117

משרד החינוך והתרבות

המזכירות הפדגוגית – הפיקוח על הוראת האנגלית

למורים לאנגלית

1118

(כולל 'דפי הדרכה למורים לאנגלית')

MINISTRY OF EDUCATION AND CULTURE
PEDAGOGICAL SECRETARIAT — ENGLISH INSPECTORATE

ENGLISH TEACHERS' Journal

(ISRAEL)

40

APRIL 1990

(INCORPORATING "ENGLISH TEACHING GUIDANCE")

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Pedagogical Secretariat — English Inspectorate

ENGLISH TEACHERS' JOURNAL (Israel)

(incorporating ENGLISH TEACHING GUIDANCE)

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April 1990

1120

Teachers of English are invited to write short articles, reports and letters to the editor. Please write to "English Teachers' Journal", English Inspectorate, Ministry of Education and Culture, Jerusalem, 91911.

מערכת "עלון למורים לאנגלית" — הפיקוח על הוראת האנגלית
במשרד החינוך והתרבות, ירושלים 91911,
לכתובת זו יש לכוון את פניות הקוראים.
הוצאה לאור: מחלקת הפרסומים משרד החינוך והתרבות

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1121

עלון למורים לאנגלית, מס' 40, ניסן תש"ן, אפריל 1990

ENGLISH TEACHERS' JOURNAL (Israel)

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Number 40, April 1990

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INFORMATION FOR ENGLISH TEACHERS

"The Oral Bagrut Examination: Guide for Teachers and Testers"

The "Guide" written by Hazel Camron for teachers and students alike is no longer to be used, and a new "Guide" has been published for examiners and teachers only (i.e. not for pupils), which should be an obligatory part of every teacher's library. It is available from "Atlas" and other outlets. The new "Guide" consists of *revised* regulations for the test (including a different scoring system and more spontaneous roleplay, picture sections) and a reprint of articles about the Oral Bagrut and its various parts, reprinted from various issues of the ENGLISH TEACHERS' JOURNAL. All teachers preparing pupils for the Oral test, and of course all examiners, should buy a copy of the "Guide".

There are still a number of vacancies for Oral examiners in different parts of the country, and teachers are invited to approach the English Inspectorate if they are interested (especially teachers at Teachers' Colleges, Regional Colleges and University departments for English as a Foreign Language).

A number of schools have expressed dissatisfaction with some oral examiners testing the Reading Programme, who seem to expect an extremely detailed knowledge of events in the various stories and plays, even to the extent of very minor details which the examiners themselves probably would not have remembered if they had not been teaching these items year in and year out. Other schools complain that examiners expect a certain literary interpretation and penalize pupils whose teachers have taught an alternative interpretation. It would appear that some examiners are trying to bring in the "literary appreciation" approach through the back door, as it were, and are forgetting that the aim of teaching English in Israeli schools is COMMUNICATIVE COMPETENCE, English as a practical skill subject aiming to impart as high a level of language proficiency as possible.

Abolition of 6 Point Bagrut and of the "Supplementary" 4 to 5 Points: Repeat Notice

As of the 1991 examination date, these two examination options are to be abolished. This is part of the general Ministry policy to cut down the number of examination papers offered. As of that date, the following Bagrut papers will be offered:

3 POINTS

SUPPLEMENTARY EXAM FROM 3 TO 4 POINTS (taken only after the examinee has graduated from schools, as if it were a "Repeat Exam" (בחינת משנה).

4 POINTS (including special language exercises for Management and Tourism examinees)
5 POINTS

Catalogues of Computer Language Learning Software and of Videos

The Centre for Technological Education, Holon (המרכז לחנוך טכנולוגי, חולון) is currently evaluating computer software for the various subjects, including English; on completion a catalogue will be issued, which will serve as a reliable guide for schools. We hope to publish the list for English in our next issue. Publishers of such material who have not submitted their software for approval should do so without delay (address: 52 Golomb, Holon). The English Inspectorate will publish a similar catalogue of audio-cassette and video material.

Video Cassettes of EDUCATIONAL TELEVISION Programmes

The National Pedagogic Centre of the Ministry of Education and Culture has taken over the distribution of all ETV programmes (now all on video as well as "open-air" broadcasts). Schools should apply in writing to Mr. Ezra Mizrahi, National Pedagogical Centre, Ministry of Education and Culture, Jerusalem 91911 (Rehov David Hamelech 8); Telephone 02-238348. A catalogue of videoed telecasts has been sent to every school and contains a list of such telecasts in all subjects, as well as details on the procedures for ordering these video-cassettes. Each English video costs 30 shekels and contains about three broadcasts. Application forms to order these cassettes are available at every local Pedagogic Centre and from the "Schools Department (המחלקה למוסדות חנוך)", Educational Television Centre, Rehov Klausner 14, Ramat Aviv. Payment is by means of Post Office Bank account 0 10410 5, payable to המרכז הפדגוגי; send a copy of the receipt to Mr. Ezra Mizrahi at the above address. The video cassette of the Oral Bagrut test (1987) is also available from the Pedagogical Centre, as are audio cassettes of the Listening Comprehension Bagrut tests (1979-1983, 1984-1986, 1987-1988) and of the Literature Syllabus for the Bagrut (produced by the Instructional TV Centre with the Open University): Cassette 1: The Standard of Living, Eveline; Cassette 2: Everything that Rises Must Converge; Cassette 3: The Blind Man; Cassette 4: The Blind Man (cont'd), Poetry; Cassette 5: My Dungeon Shook, One Vote for the Age of Anxiety.

Listening Comprehension Bagrut Test for External Examinees

As from the Summer 1991 examination date, examinees in the External Bagrut examinations will also do the Listening Comprehension test. They will still be exempt from the Oral Test. There is no Listening Comprehension test in the Winter examination.

Dyslexia and English Teaching in Israel

As briefly reported in our last issue, Mrs. LINDSEY PE'ER has been appointed the National Counsellor for Problems in Dyslexia in English: her address is Rehov Shlomzion 21/5, Carmelia, Haifa 34406 (Tel: 04-371582). She is working under the auspices of the Special Education Department of the Ministry of Education and at the "Nitsan" Centre for Learning Disabilities.

A special "Committee for Dyslexia in English" has been set up and has drawn up procedures for special Bagrut examinations for dyslexic pupils. Over 50 examinees were permitted to record their English Bagrut answers onto cassette (instead of or in addition to writing them) in the examination of Summer 1989. Articles on teaching English to dyslexic children appear in this issue of the JOURNAL.

Beit Berl College — Department of Translation

Ever since it was founded eleven years ago, the Department of Translation at Beit Berl College has been attracting English teachers in search of a different way of using their language skills. To those who are fluent in Hebrew and have English as their mother tongue — or vice versa — the department offers courses designed to broaden vocabulary, improve writing skills and heighten awareness of the challenges involved in transferring a text from one language to another.

About one third of the students are English teachers who are either on sabbatical or on "hishtalmut", or are simply looking for a new type of intellectual stimulation. Those who complete the three-year (two days a week) course are awarded a diploma.

From the outset, the practice has been to set up separate classes according to mother-tongue. By enabling native speakers of English to study with other native speakers, the program can be designed specifically to stress the skills which such a group needs most when it comes to actual translation. The highlights of the program are the workshops in which the students translate and analyze a cross-section of different texts.

Registration for next year is now under way.

For further details, please call Beit Berl College, Translation Department: 052-448188.

New Bagrut Subject: TRANSLATION SKILLS

As briefly reported in our last issue, this new TWO-POINT subject will be introduced into the Bagrut programme as from Summer 1991. The Syllabus Committee have now completed their work and the approved syllabus will be presented to teachers interested during the coming months. The stress will be placed on the practical translation of written material of different kinds; Applied Linguistics studies will be limited to issues relevant to translation (contrastive analysis, varieties of the target language, etc.) Two options will be offered — from English to Hebrew and from Hebrew to English, i.e. into the language in which the examinee possesses mother-tongue competence. At a later stage, other languages will be allowed, especially Arabic.

Many schools have been presenting pupils for the "Translation Option" in the SIXTH POINT Bagrut, so that there has been some experimentation in a translation-based syllabus and examination, and the results have been good. Only pupils excelling in English (and good in Hebrew) will be eligible for this new subject.

New Kit from the Centre for Educational Technology: WIN TWO

WIN TWO is a kit of 26 English language games developed by the English team at the Centre for Educational Technology, Ramat Aviv. The games provide a novel and enjoyable way to practise the language taught in the 6th and 7th Grades. Games such as Bingo, Lotto, Concentration, Happy Families, Dominoes, puzzles and board games are included in the kit. Each game needs only to be cut up and stored in the plastic folders provided, and it is ready for classroom use.

The games are designed for individual, pair or small group work. Included in the kit is a comprehensive Teacher's Guide. The linguistic objectives of each game, as well as information on how to play the games, are included in the Teacher's Guide. WIN ONE, a kit of 33 games for students in the 4th and 5th grades, came out in 1987 and is being used successfully by teachers.

Other materials available from the centre are: *WIN ONE* (for Grades 4 and 5), *FUN PLUS* and *MORE FUN PLUS* (activity and puzzle books for individual work for Grades 5-6). For pupils in Grades 9 and 10, the popular *FOCUS* series provides guided practice in reading comprehension skills.Each booklet in the series focuses on a specific reading skill; as the booklets are not graded, teachers can use them in any order. The booklets are: *Look For Yourself* (reading details in texts), *Tie It Together* (drawing inferences from tests), *Time After Time* (understanding sequence in texts), *Use the Clues* (using contextual clues in texts) and *What's the Point?* (getting the main ideas of texts). Each booklet in the *Focus* series comes with its own Teacher's Guide, which provides detailed explanations of relevant teaching points as well as suggestions for implementation in the classroom.

The materials are available through "Gestelit" 4 Hayotzek St., Haifa Bay (04-319353) or 12 Hasharon St., Tel Aviv (03-373921), or bookshops.

For further information: Centre for Educational Technology, 16 Klausner St., P.O.B. 39513, Ramat Aviv 61394, Tel: 03-423222, ext. 56.

New Textbook for Weak Learners: Teens Work It Out

"TEENS WORK IT OUT" by Rachel Saperstein, published by University Publishing Projects, Tel Aviv, is Book Two of the "Teenage Textbook Series." It is geared to weak learners of English in the 8th or 9th grades. It is one level below Book Three in this series, Rachel Saperstein's "I AM A TEENAGER"

"TEENS WORK IT OUT" deals with everyday problems faced by teenagers, and their possible solutions. The language is natural, humorous and relevant to the teenage world. Simple grammatical structures are introduced throughout the book.

The book is accompanied by a cassette for homework listening and speaking exercises. Pop songs, written especially for this book, help reinforce the language. Chapter headings are: Problems, At the Pizza Shop, On the Bus, Early to School, Invitation to a Party, A Pair of Shoes, The Test, Going Shopping, the Tape Recorder, The Movies, Keys, Invitation to Lunch, The Wrong Clothes.

New Textbook for Grade 7: THE JUNIOR FILES

by Elite Olshtain, Tamar Feuerstein, Miriam Schcolnik, with Binnie Zerah, published by Am Oved and University Publishing Projects.

The Junior Files is a series of three textbooks for intermediate students of English — Junior High School. The material focuses on reading skills, language work and individual study skills, and incorporates oral and writing activities. Each book in the series is accompanied by a teacher's guide.

The approach reflects both cognitive grammar-oriented approaches and communicative approaches to language teaching. The underlying philosophy is in keeping with modern language learning theories, and is consistent with the rationale of the new curriculum.

The textbooks in the series deal with all language skills intensively. They include a variety of activities to encourage the meaningful use of language and are thematically oriented to motivate young teenagers. The pupils' involvement is increased by allowing them to exploit their own world of interest and their personal knowledge. Each of the books serves as core material for a year's course.

File 1: English for Today and Tomorrow is now on sale and is approved by the Ministry for Grade 7. This book enhances both accuracy and fluency in natural contexts.

File 2: English for Tomorrow is in press and expected to reach the market by April, 1990. The book emphasizes the development of individual reading strategies.

File 3: English for Tomorrow and Beyond is in its last stages of development and will be available for the 1990-1991 school year. This book emphasizes the interface of reading and writing skills.

Special Features of the Series

- The authors were guided by a humanistic philosophy of education and therefore activities are intrinsically motivated.
- Learners contribute to the learning process through the incorporation of individual input.
- Thematic orientation encourages natural use of language and allows exposure to a variety of relevant language structures.
- Language structures are presented in a natural context and are built up gradually for communication.
- Vocabulary stems naturally from the themes and is systematically re-entered.

- The intended audience is perceived as composed of fairly sophisticated young people functioning in a modern world.

New Courseware for Weaker Learners in the Upper Grades: FOLLOW ME (BBC)
A specially adapted edition of this very sucessful video and audio course, produced by the BBC for vocational high schools in Germany, has now been prepared for Israeli schools. An "adult" edition is also available, accompanied by a bilingual textbook meant for private study. The school edition consists of video cassettes, audio cassettes, two booklets from the BBC and a supplementary booklet written for the Israeli market by the English teacher Daphna Kleer. The videos are introduced by Daniel Pe'er, the well-known broadcaster. The video scenes have been adapted for school use, as some of them were felt not to be suitable. Pupils will buy a kit containing the three booklets.

The series combines serious language learning in vocabulary and grammar (the final unit reaches the present perfect), in an authentic background of genuine communicative situations, and assumes minimum starting knowledge. The audio cassettes and accompanying booklets encourage oral/aural work. The series is recommended as supplementary to the regular textbooks for the levels of GEMER, THREE POINTS BAGRUT, and also students in the Management, Secretarial and Tourism trends preparing for the FOUR-POINTS Bagrut (many of the situations are secretarial or hotel oriented). Sole agents in Israel for BBC English: Matar Publishing House/Trivaks Books, 24 Levontin St., Tel Aviv, 65112, Tel: (03)-5660335.

Achievement etc. Tests for Grades 6, 7, 8, 9
As reported in the last issue of the JOURNAL, the following tests are available *free of charge* in the form of Teacher's Kits; schools will photocopy copies for the pupils.

Grade 9: Achievement Test; Teacher's Guide.
Grade 8: Diagnostic Test; Progress Tests; Achievement Test; Teacher's Guide.
Grade 7: Diagnostic Test; Achievement Test; Teacher's Guide.
Grade 6: Teacher's Guide (Achievement Tests for pupils are available for sale (class orders, not individual copies) from ATLAS — see address in this issue of the JOURNAL).

Apply on school-headed notepaper to: English Inspectorate, Ministry of Education and Culture, Jerusalem 91911.

New Textbook for Grades 8 and 9: I HEARD THAT...
"I Heard That..." is a Listening Comprehension course based on interviews with people living and working in Israel. It has been written in accordance with the new English Syllabus. Authors are Carol Goldfus and Nomi Ballas. The Book with accompanying cassettes is published by University Publishing Projects. Book 2

will be published in due course. The aims of the course are (a) to train pupils in the listening skills, e.g. how to listen for general or specific information, draw inferences and listen to a narrative; (b) to enlarge the pupils' knowledge of the world by introducing a variety of topics. A secondary aim of the course is to build up an enriched vocabulary. The material can be used individually or in the classroom. A special feature is that each pupil has his/her own cassettes and so is able to develop the listening skills at his/her own pace. The titles of the various Units in Book 1 are: Making Pizza with Ruth Sirkis; Getting There; Dolls with a Difference; Keeping Fit with Debbie Marcus; Operation Mastermind 1; Good Nutrition; Advertising; The San Blas Indians; A Fashion Show; Time Out; The Blackbird 1; The Blackbird 2; The Caretaker; Basketball; Mickey Berkowitz; "The Crocodile"; Fergus (a story by James Herriot); News of the Day; Living in Space; Operation Mastermind 2. Well-known pop songs are also taught.

New Textbook for Grade 10: OUR KIND OF ENGLISH

"Our Kind of English", by Alan Lipsey, edited by Dr. J. Reif of Bar-Ilan University, is meant for Grade 10, and is based on the new Syllabus. The grammar and lexicon cover the areas laid down by the syllabus and all language skills are developed. The book is accompanied by a listening cassette. Chapter headings are: Back to School, Health and Fitness, New Ideas, World of Sport, Out of the Ordinary, The Past, Animal Life, The East, All Kinds of Groups, All Sorts of Languages. Other sections of the book deal with Revision and Grammar Extension and include Tapescripts. Alan Lipsey is also the author of "Practical English," a textbook for Grades 11 and 12.

New English Syllabus for Schools: Repeat Notice

Every teacher and student-teacher should possess a copy, since the syllabus is not just a catalogue of structures, items and aims, but a guideline to methodology and classroom practice. Chapter headings are the following:

PART ONE: *RATIONALE* — 1. Aims and Objectives; 2. Communicative Competence and Performance; 3. Communicative Methodology; 4. A Differential Syllabus for Less-Able Learners; 5. Evaluation of Pupils; 6. Courseware.

PART TWO. *GRADED OBJECTIVES* — 7. Objectives for Primary School, Intermediate School (Division), Upper School (Division); 8. Grammar Programme; 9. Lexicon; 10. Script Handwriting; 11. Punctuation Rules to be Taught; 12. Some Recommended Situations and Topics; 13. Addendum: Teaching English to "Native Speakers".

The syllabus is available from the publishers "Maalot" and from Eric Cohen Books, Rehov Hankin 5, Raanana (052-453206, 455345).

"Teaching the Pedagogical Grammar of English" (repeat notice)
This handbook for teachers (revised edition), compiled by Raphael Gefen and published by the Ministry of Education and Culture, deals systematically with the grammar patterns specified in the new Syllabus. The patterns are described and explained, contrasted where necessary with Hebrew, and accompanied by didactic suggestions. The book also reprints the article "Teaching Grammar as Part of Meaningful Communication", which first appeared in the ENGLISH TEACHERS' JOURNAL, 25. Available from Ministry of Education distributors (see list in these pages).

"Duke of Edinburgh's Award" for Israeli Teacher Penny Ur
Congratulations to our colleague Penny Ur of Kibbutz Mahanayim, teacher-trainer at Oranim College and teacher at Har Vagai School, Kibbutz Dafna, on receiving the first prize in the grammars section of the Duke of Edinburgh's English Language Teaching Competition, under the auspices of the English-Speaking Union, for her book "Grammar Practice Activities" (Cambridge University Press). The prize was awarded at Buckingham Palace on November 16, 1989.

Listening Comprehension Bagrut Test (Summer 1989): Broadcast Script and Questions
Hello everybody.

Young people have their lives ahead of them and don't have to think about getting old. But once people are middle-aged, they do begin to think about old age, especially about how long they will live, what age they will probably live to — or their "life expectancy", as it is called.

Researchers from Haifa University, from their Institute of Kibbutz Study, have come to the conclusion that people who live on a kibbutz have a life expectancy which is higher than average — and this despite the well-known fact that the proportion of members of kibbutzim who have fallen in war is much higher than among the general population.

The research suggests a number of reasons for this higher life expectancy. One of them is the excellent medical care given in the kibbutz. Another is the fact that the old people are not cut off from their jobs when they reach the age of retirement. A third reason is their healthy country life and physical labour. And a fourth reason is the social support given by the kibbutz to its members.

This higher life expectancy (or lower death rate — whichever way you look at it) is higher for women than for men. The researchers think that this is because the men tend to join elite fighting units in the army and stay in them also during their reserve duty in the army, and are therefore more exposed to the risks of active service. It has long been known, for example, that, in the Six Day War, kibbutz members accounted for 25 percent of the casualties, although the kibbutz population consists of only three and a half percent of the nation's total.

It appears that the average kibbutz woman aged 50 can expect to live another 32 years, compared to 28 years for the general female population. As for men, the average 50-year-old in a kibbutz can expect to live for another 29 years, as against 25 years for the general public.

In a way, these figures are surprising, because there are good reasons for a *lower* life expectancy in the kibbutz, especially for older people. After all, they will have had a very hard working life, with long hours and few vacations — and indeed this has not changed for younger people on the kibbutz. Also, during the early years of their existence, the older kibbutzim were exposed to many diseases, such as malaria. And in addition, there were serious security problems. But these difficulties are more than balanced by the excellent medical care, the economic security and the social support from the kibbutz as a whole, as I said before. Also, today at least, the standard of living is relatively high and this too explains their longer life. I would also like to mention the fact that the life of kibbutz members is made easier and so their life expectancy is higher, because they do *not* have the usual stresses and anxieties of our modern *city* civilization, such as competitiveness and an *inability* to influence the social environment.

And finally, as I think I mentioned earlier, there is the fact that the older kibbutz member is not suddenly cut off from work and public activities when he or she retires. Most city people leave their jobs when they retire, but kibbutz members continue to work, on a part-time basis, until their dying day. They also continue to contribute their share to the community as full members of the collective. As for social conditions, most of their children and grandchildren continue to live in the kibbutz, so they do not have to face such loneliness and isolation as many older people in the cities do.

This research agrees with other researches dealing with old age, all of which show that the three most important factors for a higher life expectancy are — one, country life; two, continuing to be employed and busy; and three, physical activity — all of which are typical of kibbutz life.

Questions

(a) What is a person's "life expectancy"?
   (i) What he expects from life.
   (ii) What he will do when he is old.
   (iii) What old people expect from the young.
   (iv) How old he will be when he dies.

(b) The results of the research at Haifa University showed that:
   (i) kibbutz members live longer than the average.

(ii) the proportion of kibbutz members who fell in war is higher than others.
(iii) kibbutz members expect more from life than city people.
(iv) kibbutz members expect less from life than city people.

(c) Old people in kibbutzim:
(i) still have to work hard, as they did when young.
(ii) stop working and give their pension to the kibbutz.
(iii) continue working and so are not cut off from society.
(iv) need more medical care than is given in the kibbutz.

(d) Kibbutz women:
(i) have the same life expectancy as men.
(ii) have a higher life expectancy than men.
(iii) have a lower life expectancy than men.
(iv) expect more from life than men.

(e) 25% of the soldiers killed and wounded were kibbutz members:
(i) in the Six Day War
(ii) in the War of Independence.
(iii) in the Yom Kippur War.
(iv) in the Lebanon War.

(f) Kibbutz life is easier now than in the past because:
(i) working hours are few and vacations are long.
(ii) new members are joining all the time.
(iii) most kibbutzim have factories, not just a farm.
(iv) housing, food, etc. are better.

(g) The speaker compares kibbutzim and cities and claims that kibbutz members:
(i) also have the usual stresses of city civilization.
(ii) do not have the usual stresses of city civilization.
(iii) are unable to influence their environment.
(iv) are very competitive.

(h) What about the children and grandchildren in the kibbutz, according to the speaker?
(i) They contribute their share to the community.
(ii) Most of them leave and the old people have no social support.
(iii) Most of them stay with the old people.
(iv) They do not suffer from loneliness and isolation.

(i) This research agrees with other researches that have dealt with:
  (i) life in the kibbutz.
  (ii) life in the city compared with life in the country.
  (iii) how much physical activity can be expected of old people.
  (iv) how long people can expect to live.

(j) If you want to live longer you should:
  (i) retire early and take things easy.
  (ii) keep working full-time and live in town.
  (iii) work part-time after retirement and live in the country.
  (iv) work part-time after retirement and live in town.

Collections of Past Bagrut Papers

Eric Cohen Publishers have published the following collections of past Bagrut papers:
FOUR and FIVE POINTS, 1984-1987.
THREE POINTS, 1983-1989
GEMER, 1982-1989

An Interdisciplinary Approach to "Democracy and Co-Existence"

English teachers and English textbooks in secondary schools always make a special point of integrating the teaching of English with "social studies" and other subjects in the school curriculum, and especially with teaching the educational values promoted in the school system by the Ministry of Education and Culture. One of these values is "Democracy and Co-Existence": the English Inspectorate and the Department for Educating for Democracy and Co-Existence call upon teachers in these two disciplines to work together and draw up a common school programme (oral and reading). Teachers will find ample reading material in newspapers and can expand orally on the chapters dealing with social problems in their textbooks; discussions in the English lessons can also be based on reading materials in Hebrew and Arabic studied in the other subjects. As mentioned in our last issue, the book "QUEST FOR IDENTITY" by Dr. Yossi Levi, has been approved as nonfiction material for the Oral Bagrut (equivalent to two essays or articles) and deals with current social issues. The book consists of two revealing "documents" that are based on transcripts of discussions held by groups of Jewish youth in Israel and the U.S.A. following events that proved traumatic for them: for the American Jewish youth the U.N. declaration in 1975 that Zionism is a racist movement, and for the Israeli youth the dismantling of the Yamit Strip settlements in 1982. Orders for the books should be sent to P.O.B. 26148, Jerusalem.

New Textbook for Grade 9: WE ARE THE WORLD, Book II

The two-book series "We Are the World" is the final step in the textbook series by Shoshana Postol, covering all school Grades from beginners to Grade 9. The contents of Book II are: *Part 2 — We Are the Community*, with units on Living Together (past perfect), Women in the Community (passive voice), Are Animals Social? (passive voice) and If We Don't Do Anything, Who Will? (conditional clauses); *Part 3 — We Are a Family*, with units on United We Stand, Divided We Fall (reported speech), and Keeping the Family together (2-word verbs); *Part 4 — We Are Friends*, with units on How to Lose a Friend (modal 'should'), How to Win a Friend (modal 'ought to'), How to Keep a Friend (causative 'have', 'I'd rather'). The other books in the series by Shoshana Postol are: *we Live on Telem Street* (Parts I and II) for Grade 5, *Welcome to Telem Street* (Parts I and II) for Grade 6, *The Telem Street Gang*, for Grade 7, and *Friends Across the Sea*, for Grade 8.

Newspapers in Simplified English

The GOOD TIMES Publishing Company issues the following monthly newspapers:
ABC Times — for Grades 5, weaker 6, good Grade 4.
Just for You — for Grades 6 and weaker 7.
Good Times — for Grades 7, 8, 9
Bagrut Times — for Grades 11, 12. News stories, features, Bagrut-style passages and exercises, glossary.
Address: GOOD TIMES, POB 3576, Jerusalem 91035. Tel: 02-437153.

THE JERUSALEM POST publishes the following monthly newspapers:
Hey There! — for Grades 7-9, and less advanced pupils in upper grades.
Student Post — For Grades 10-12.
Yours — for weaker older learners (GEMER or less). Short news items and features, amply illustrated, glossary.
Address: THE JERUSALEM POST, POB 81, Jerusalem 91000. Tel: 02-551651, 02-551616, Ext. 293.

Distributors of Ministry of Education Publications

1. תל־אביב — "אטלס" צ'לנוב 49, טל' 03–378901, 03–377890. מרכז תצוגה, רכישה מקום
2. ירושלים — "אטלס" — שושן 4, טל' 02–247764.
3. תל־אביב — שיווק אמיר, אלקלעי 7. טל' 03–446095.
4. תל־אביב — "מורשת" — אבן גבירול 116, טל' 03–449485.
5. תל־אביב — "ספריי" נחלת בנימין 30, טל' 03–654517.
6. תל־אביב — "ספריי" דרך ההגנה 67, שכונת התקוה, טל' 03–336833.
7. תל־אביב — "ספריי" אחימאיר 27, רמת אביב ג', מרכז מסחרי, טל' 03–410986.
8. בת־ים — "שוורץ" — הרצל 45, בת־ים, טל' 03–860036.

9. בת־ים — ״ספרי״ — בלפור 120 (סוכנות יפה את בניטה), טל׳ 03-588165.
10. רמת־השרון — ״ספרי״ אוסישקין 20 (סוכנות לתלמידים), טל׳ 03-480252.
11. רחובות — ״דבר״ — הרצל 168, טל׳ 08-453789.
12. חולון — ״ספרי״ סוקולוב 79, טל׳ 03-885797.
13. חולון — ״גול״ — סוקולוב 100, טל׳ 03-80848.
14. פתח־תקוה — ״סנדרס״ — סוכן נייר, הזמנות בטל׳ 03-992876.
15. רמת־גן — ״ספרי״ ז׳בוטינסקי 31, ת״ד 3101. טל׳ 03-7515121.
16. רמלה — פאפירוס״ — שדרות הרצל 73, רמלה, טל׳ 08-229271.
17. ירושלים — ״בית הלל סלוצקי״ — הלל 4, טל׳ 02-244848.
18. ירושלים — תמיר — רח׳ בית הכרם 29, ירושלים.
19. ירושלים — תמיר — רח׳ בן־יהודה 2, טל׳ 02-249556.
20. בית־שמש — ״מסדה״ השבעה 6, טל׳ 02-912416.
21. חיפה — ״אטלס״ — דברוה, טל׳ 04-667473.
22. חיפה — ״בטלהיים את תמיר בע״מ״ — נורדאו 34, טל׳ 04-641666, 04-667045.
23. חיפה — ״ספרי״ החלוץ 16, טל׳ 04-66465.
24. רעננה — ״אריק כהן״ — חנקין 5, טל׳ 052-31725, 052-455345, 052-453206, רכישה במקום.
25. רעננה — ״ספרי״ קרן היסוד 1 (פינת אחוזה), טל׳ 052-912874.
26. עפולה — ״דבר״ — ארלוזורוב 11, טל׳ 065-93531.
27. כפר־סבא — ״אלדין״ — ויצמן 89, טל׳ 052-442851.
28. נתניה — ״ספרי״ הרצל 34, טל׳ 053-23991.
29. טבריה — ״ספרי״ כיכר רסקו.
30. צפת — ״גרינבוים״ — ירושלים 59, טל׳ 069-30249.
31. באר־שבע — ״רודיק״ גרשון 25, טל׳ 057-32000, 057-78110.
32. באר־שבע — ״ספרי״ ההסתדרות 38, טל׳ 057-70692.
33. ניתן לבצע הזמנות בכתב במרכזים בפדוגוגיים ברחבי הארץ.

TEACHING ENGLISH TO SPECIAL POPULATIONS

TEACHING DYSLEXIC PUPILS

by *Lindsey Pe'er*, National Counsellor

"Failure to identify the exact nature of the difficulty may lead to unavoidable misery, anxiety, frustration and depression." (S. Naida).

My personal experience with Dyslexia is evidence to this statement. Can you imagine the frustration and helplessness a mother feels when she sees her own obviously bright and vivacious child struggling with the basic "א–ב"? Can you imagine the anxiety experienced when that same child, so happy to go to first grade on September 1st, rapidly finds reasons not to go to school? Can you imagine the strain, the sense of incompetence experienced when you realize that as a successful teacher of many years' standing, you are able to help "everyone else's" children, but not your own? Can you imagine all these emotions screaming at you, when that once happy, carefree child breaks down one day and cries: "אמא, די! אני לא יכול יותר! אני דפוק!". Can you imagine what HE is going through?

Please allow me to put the problem into the words of a child...

The thoughts of a 16 year-old on leaving school:
(N.B. This is an English speaking boy using L^1. Our students learn English as L^2.)

"When I was at school I couldant read, spell or add up and I believed that the teachers didant care if I was at my desk or not. I herd them say "Andrew you stuped boy" and the 4 words have hawnted me. I am not stuped, I am not stuped, I would say to myself as I sat with 30 other kids in the class room why carnt I read my book like other children of my adg. When other children are reading next to you it starts to hurt. I didant understand why the moor and moor I looked at the words the moor I got confoosed and muddeld up. The teaches wold say get on Andrew, or "its not hard, you just downt try," or a favirit, "he is imiture." I didant understand why I was like I was and know one understood. I wonted just one person to say "I understood Andrew, down't worry". The teachers just thought I was a slow learner and not paying attention in class so I started to belive that I must have something really wrong with me and so started the segration to hownt me for the rest of my schooling. When it came to the end of the leson every child had to say there vouals or they cold not leave and had to put up every chair, so when it came to me "Yes Andrew forgoten agen, stand there you downt bother do you. So you can put every chire up and scrub the black bord." I did try to learn them but why could I not rember them.

And so I was still on peater and Jane books when I went to the Jouner school. There I was placed on a tabal cald spurs arfter a football team wear childran like me were placed alltogether so we dident interfer with the inteligant childran and so I fought I was stuped like pepal had sead. But my parents gave permition for me to see a child scioldist who dicided I had a problem cald deslsier and labald dislexit. So I was placed in a remedal class were I was sposed to learn and be able to get a better reading age. The school hired a woman to try to teach the children who have a problam, not dislsic but problam thay had got. I wonderd through the door in to a celler room where there was a black bord, 2 books and tape recorder. I didnt understand why I was treated like this and why adults didant wont me in there class room with my frends and when it came to the school plays I was a tree in the back row.

Help me, help me, I would say to God, why me?

So I carrid on through the sisterm to the Sener school where I was labbald deslesic but they placed me in a class cald 1K wich had all of us who have problams or dislsic and so we were torturd and cald dumbow and "how do you spell thick" so I didant know were to turn. If there were school trips my class was the last to be arsked and that was only because there were places left. The sener school was a nightmear. The class cald 1K was where all the problam kids were placed. My teacher was nice and she realised I had a problema and placd me in a Redimedal class wich like the rest didant catture for deslesic children but for other children with problems such as desturbance or just speech or writing but not to help deslesic children like me, and just at this time bulling started. Children started to understand I was diffrant and cald me fick, dumbo or pushing me arownd. I myself dident understand wye evry one wontd to hurt me. As my school proseded the bullying got more and moor and and I dident wont to go to school and face it each day, and so my work sufferd and the teachers coldent be botherd to put an end to the bullying, so when it came to leave I had not high grads in CSE."

Teachers, parents and other interested readers... these children need — not pity — but help and understanding and as quickly as possible.

What is "Dyslexia"? This word is derived from the Greek "dys" and "lexis", meaning difficulty with language. It is, in effect, a handicap that is the result of a neurological dysfunction. It impairs the efficient functioning of the language areas of the brain. It is VITAL to understand that it has *no* connection with I.Q. and that the problem affects all sectors of the population.

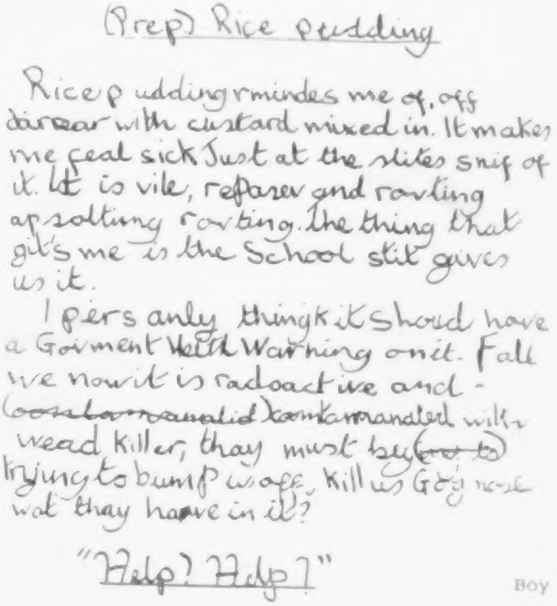
How many people are affected? It has been estimated that approximately 4% of any population are seriously affected; a further 6% are moderately affected and another 5% mildly affected.

Since we are dealing with approximately 15% of the population, the chances are extremely high that in every class of 30-40 pupils, at least one person needs our special attention. The obvious questions then are: "How do I recognize Dyslexia?" and "How do I deal with it?" In answer to thse questions, one point needs to be stressed.. no two Dyslexic people have identical problems. the only one common aspect is that there is a definite "disparity of ability" in the child's performance. It is clear that in comparison with his abilities in other fields, his written work (reading, writing, spelling) does not reflect his knowledge.

There are four main areas of difficulty which we should be aware of:

(A) **Sequencing problems** — These are the result of poor visual and/or auditory memory. These children have problems with their short-term memories, so remembering things like the order of the days of the week, telephone numbers, multiplication tables all become extremely difficult. Some children might even find it hard to learn to tell the time. Clearly, rote spelling is problematic... look at the bizarre spelling in the following passage:

Dyslexics' Writing



(Prep) Rice pudding

Rice pudding rmindes me of, off direar with custard mixed in. It makes me feal sick Just at the slites snif of it. It is vile, refaser and rovting apsolting rovting. The thing that git's me is the School stit gives us it.

I pers anly thingk it should have a Goivment Helth Warning on it. Fall we now it is radoactive and ~~(contamanalid)~~ kontamanaled with wead killer, thay must be ~~(no to)~~ trying to bump us off, kill us God nose wat thay have in it?

"Help? Help?"

Boy aged 12 IQ 134

(B) **Directional Confusion** — Many Dyslexic children exhibit signs of ambidexterity, showing a clear lack of cerebral dominance. This leads to a confusion between right and left, both within his own body and outside it. Writing problems, as a result, are occasionally seen in mirror-writing, but more often in the form of reversed or upside-down letters, e.g. m/w — p/q — b/d. Yet again, spelling might be affected e.g. gril-girl, brid-bird.

(C) **Motor Co-ordination** — Gross and Fine

- (a) **Gross** — Very often these children are called "clumsy". The ones who can't hold a knife/fork properly; the ones who miss the ball when they want to kick it; the ones who find learning to ride a bicycle difficult; the ones who often knock pencil cases off the table, etc. These children often missed out the stage of crawling.
- (b) **Fine** — movements often affect handwriting, making it scrawly and difficult to read (Dysgraphia). This is clearly linked to directional confusion. This is the child who holds the paper in a strange way, and his head and pen in yet other strange ways. The occasional Dyslexic child might subconsciously exacerbate this problem by writing so badly that he succeeds in covering up other writing problems!

(D) **Language** — These children were often late developing speech and language patterns — subsequently they have difficulties with reading, writing and spelling. They often did not do puzzles as young children. These children often forget the word that they want to say, but might well remember it a few minutes later. This causes a lack of fluency, despite the fact that they might well have a very good vocabulary.

They often find multi-syllabic words difficult to say. For example, "par-cark" or "margadarine." The result is often a sub-conscious effort to be mono-syllabic.

Grammatical tenses often cause problems too. The native English speaker might present his teacher with "I doned it yesterday"; how much more so our L^2 speakers.

Points Worth Noting:

(1) In I.Q. tests, the Dyslexics show a great disparity between "language" skills and "performance" skills. In fact, there is more than a 15 point discrepancy. One theory suggests that Nature has "bettered" the right side of the brain without damaging the left side, in order to produce excellency within our society — in the sphere of the arts, music, drama, etc. Another theory suggests that brain cells have actually been transferred to the right side of the brain and have caused a weakening effect on the left side (language skills), but for the same reason. Either way, it is clear that the Dyslexic has definite strengths and he could be encouraged to excel within these spheres whilst struggling with his weaker areas.

(2) These children tend to be disorganized, in thought, person and work.
(3) These children are very easily distracted; sometimes they have A.D.D. (Attention Deficit Disorders) and are occasionally hyperactive. It is easy to understand the lack of concentration, when it has been suggested that they have to work up to 10 times harder than other children to cope with the extensive work demanded in the classroom framework.
(4) Research shows that approximately 4% of Dyslexics are Sensi-Scoptic. This means that their eyes react to black print on white paper and the letters dance around in front of them. It has been shown that some of them can be helped by different coloured lenses.
(5) Dyslexia affects 4 boys to every 1 girl.
(6) Dyslexia tends to run in families, but occasionally might be due to a problem at birth.
(7) Many of them tend to be allergic children as their immune system is affected — hay fever, asthma, excema, etc.
(8) They tend to be impulsive people who are not always aware of the outcome of their actions.

The emotional side of the picture must not be lost. Since school success in our literate society is encouraged and people tend to be measured by their results, failure in that direction can have devastating effects on a person's life. As a child, evidence of stress might appear in any form... headaches, stomach aches, nightmares and school refusal. As an adult, it continues as a loss of self-respect and self-confidence, accompanied by a constant feeling of stupidity.

At the London Dyslexia Institute I met Mrs. C aged 41. This is her story: "At school I was always in the Remedial Class as I didn't know how to read and write. I knew that I wasn't like the other children in the class as they didn't seem to understand anything. When I told my teacher what I was feeling, she laughed at me; I felt anger and hurt.

I left school at 16 and got a job as an office girl, but was soon fired as I couldn't write down telephone messages and got all the files out of order.

At 18, I got married and discovered that that was when my troubles really started. Money was tight and I was unable to hold any job. My husband started verbally abusing me and soon after physically abusing me. After twenty years of hell, I left him.

When my son reached the age of 16, the school headmaster saw that he had problems and recommended that he be tested. That was the turning point of my life... we discovered that we are both Dyslexic!

That was 18 months ago. I have been studying with a multi-sensory method and now know how to read and write. I have had a job for almost a year for the first time in my life. If my husband came here "on all fours" now I wouldn't have him back. At last I'm happy!"

Mr. S. aged 27 was just beginning to read and write, as his wife was pregnant. Why? "My dream is to read stories to my son".

In 1981, as the result of the Warnock Report, a new Education Act was passed in England, the conclusions of which are as follows:

(a) Children with mild Dyslexia should be taught in their ordinary classes by teachers with an appreciation of their difficulties.

(b) Children with moderate Dyslexia should be taught in the local school or elsewhere by appropriately-trained teachers.

(c) Children with severe Dyslexia will need a specialist school.

In our schools in Israel, all but the most severely Dyslexic children are expected to function well and it is our duty as educators to help them.

Within the English classroom, we are liable to pick up many more mild Dyslexics than in other subjects, due to the problems inherent in foreign language learning. Very often the bright child will have "managed" in Hebrew, but will sink under a mass of insurmountable problems in English... direction changes, punctuation rules, spelling, dictations, book reports, clozes, essays, unseens within a given time... the list goes on and on.

How many of our pupils work so well orally, but surprise us when they "flunk" examinations? How many plead for extra time because they are particularly slow readers? In the Literature class, how many of them often write notes in Hebrew and rewrite them at home? How many pupils watch you reading a story, instead of following in the book, as they can't keep up? How many refuse to read in front of the class? That's just the time to be "excused". How many have terrible handwriting and bizarre spelling? How many of them misread the instructions/questions (e.g. the History student who wrote his final paper on Henry VI instead of Henry IV.)?

I am not suggesting for one minute that a child showing one or more of the problems here is necessarily Dyslexic. What I am saying is that he might be. If you think so, make the school authorities aware of your suspicions and be ready to explain why. Before doing anything, though, ensure that the child has both hearing and eye tests to rule out any physiological problems.

Once the problem has been diagnosed, there are many things that the classroom teacher can do:

(1) Explain to the pupil what his problems are, helping him understand himself.

(2) Throw away your red pen... there is nothing more disheartening than a page of corrections accompanied by a low mark.

(3) Don't correct all the mistakes; pick out one or two that will be of use later.

(4) Be constructively critical — not destructive.

(5) When writing something with him, sit next to him, not opposite (directional problems).

(6) Allow him the use of a tape recorder if *he* wants it.

(7) Suggest that a good friend takes notes and he photostats them. Help him to organise his own notes too.

(8) Allow him extra time for tests — preferably before everyone else begins.
If the test is long, a breath of fresh air in the middle might help.

(9) Allow him to do some of the written work at home. He could use a typewriter if his handwriting is poor. You'll soon see if he's had outside help. In my experience, he'll be so relieved that he won't try and trick anyone.

(10) If he has problems writing on the paper, suggest that he draws margins down the sides of the pages, and leaves a spare line between each line he writes one.

(11) Never mention his problem out loud in front of the class. If he wishes to talk about it, that's his choice.

(12) Be tolerant of the "off" days, when things go wrong. They don't happen too often.

(13) Testing (a) Never give him dictation tests. He won't be able to do them and retain the words in his memory for any length of time.

(14) Testing (b) Whilst the other students are doing their written examinations, test him orally on either all or part of the material.

(15) Marking. Give more weight to oral work than to written work.

(16) When assessing the child, look for evidence of knowledge and powers of reasoning.

(17) In the upper grades, teach the whole class some basic spelling rules. The Dyslexic will understand the logic and improve his spelling — and it certainly won't hurt the others.

With successful early diagnosis, together with a lot of encouragement (not pity), there is no reason why intelligent Dyslexic pupils shouldn't complete their Bagrut and go on to university. Many of these adults tend to show strong characters, having had to overcome their problems with a burning determination to succeed. Take, for example, Einstein, Sir Winston Churchill, Leonardo da Vinci, Susan Hampshire, to name but a few. There are many successful professionals today who have overcome the difficulties of Dyslexia and are examples to all of us.

Fortunately in Israel now there is a positive trend towards helping Dyslexic people and the following plans are now being put into action.

1. Mr. Raphael Gefen, the Chief English Inspector, has suggested opening an institute where it would be possible both to train teachers and to teach pupils, using the multi-sensory method that I am practicing.

2. I am interested in setting up a Parents' support group and magazine; I feel that many people, still hiding behind the "shame" of a problem, will benefit from the experience of others, as will others who simply don't know who to talk to.

I hope that I have managed to introduce you to the problem of Dyslexia and sufficiently created further interest.

Helpful books on the subject include:

1. "Understanding Dyslexia" — Prof. Miles.
2. "Overcome Dyslexia" — Dr. Beve Hornsby
3. "My Life" — Susan Hampshire

Interested parties —
Please contact me for further information: see "Information for English Teachers" in this issue of the JOURNAL.

ASPECTS OF DYSLEXIA AMONG AND BETWEEN ENGLISH AND HEBREW SPEAKERS

by *Bracha Weingrod*, David Yellin Teachers' College

This presentation is a cross-cultural comparison between English and Hebrew, having spent as many years in Newton, Mass., working with dyslexic youngsters as I have in Jerusalem. I shall discuss some aspects of the language — more about Hebrew than English — but cannot hope to go into all areas of interest. I will deal with directionality, visual clues, auditory clues, a bit about syntax and semantics.

Directionality and Eye Movement

First, let's clear up that oft-asked question — will a dyslexic child from an English-speaking culture, with directional confusions in reading left to right — find happiness in Israel?

The answer is disappointingly — no — for it does not make any difference if the orthography is decoded from left to right or from right to left. Hebrew-speaking dyslexics may not say was for saw, or vice versa, but they certainly say אל (el) for לא (lo) or קר for רק (rak).

Let us examine other visual features:

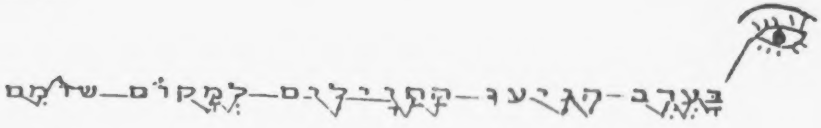
Directionality

English	**left to right** * smooth lateral sweep * vowels receive equal space on horizontal continuum.

Hebrew

right to left
- **vowel size smaller**
- **vowel difference — visually very small — represented by dots and lines**
- **vowel mostly below consonants — necessitating a zig-zag eye movement.**

Example



VOWELS

פתח/קמץ	חיריק	צרה/סגול	קובוץ/שורוק	שווא	**תנועות**
T –	·	∵ ··	וּ ⋱	:	

* As they appear without consonants in a typical 2nd grade line of text

∵ T : : – · –: : T T · T : – T: ∵ ∵ ·· T ∵ :

CONSONANTS: Examples of visually confusing pairs:

א	ב	ג	ד	ה	ו	ז	ח	ט	י	כ
מ	כ	נ	ר	ח	ז	ו	כ	מ		ב

ל	מ	נ	ס	ע	פ	צ	ק	ר	ש	ת
ת	ט	ג	ם	צ		ע		ד	עצ	ח

Visual Confusions in English:

a	b	c	d	e	f	g	h	i	j
	d p q	o	b p q		t		r	j	i
k	l	m	n	o	p	q	r	s	t
		w	u		b d q	b d	h	z	f
u	v	w	x	y	z				
n		m			s				

* 2nd Grade Test for Reading Comprehension

Visual Factors

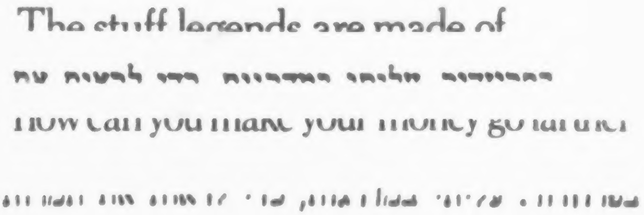
In the above chart we begin to investigate other aspects connected with eye movement, namely, the factor of visual analysis. This confusing array of critical dot placement has crucial implications for word meaning. A change of a single dot signals eight different vocal sounds, and can totally change word meaning. In addition, common root forms cause confusion, for example: sfar סְפָר (frontier), siper סִפֵּר (told), sapar סַפָּר (hair-dresser) — same consonants, different vowels (Feitelson, 1988).

From a search in English reading, a normal lateral sweep of the eyes while reading aloud takes in 4 to 5 words ahead. Children with reading problems "sweep" fewer words, and Hebrew readers with decoding problems, employing lateral as well as up and down scrutiny, can "sweep" even less.

English vowels receive an equal place and space in the word, and are seen or visually grasped along a smooth horizontal continuum. In desperation, I developed a strategy with one youngster, of presenting words, e.g. kelev (dog) seen כֶּלֶב in usual print to כּ ֶ ל ֶ ב in order to stress the legitimacy of the vowel. Hebrew vowels are represented by abstract, visually-similar, symbols whose size is mostly *smaller* than the consonant letter, and whose place is usually *under* the consonant necessitate a zig-zag eye motion, rather than a smooth continuum. It is almost as though preparation is made for their early demise... for as soon as the end of the third grade, many of the crucial vowels needed to sound out words simply disappear. English vowels are fewer and have distinct orthographic features: a-e-i-o-u-y.

Example of vowelled sentence (2nd grade):
כְּשֶׁהָיִיתִי יֶלֶד בְּגַן הַיְלָדִים, יָצָאנוּ בַּחֲגִיגַת ט״ו בִּשְׁבָט לִנְטִיעוֹת.
Same sentence minus phonemic vowel information:
כשהייתי ילד בגן הילדים, יצאנו בחגיגת ט״ו בשבט לנטיעות
Meaning: (note that there are twice as many word units):
When I was a child in kindergarten, we went out to plant trees on the holiday of Tu B'Shvat.

Now for a look at the orthography itself. Try the half-letter test:



Which orthography has more outstanding, definable and memorable visual attributes? Which orthography has letter characteristics which distinguish one from another, so children can see differences easier?

Children with dysgraphia, who have problems in fine motor work, eye-hand coordination and spatial judgement, should be allowed to start with handwriting and *not* printing. The tedious and painful efforts put into printing — in both languages — should be avoided. People write — they don't print!! English especially, with its connecting cursive flow, makes motor movements easier. The only justification for making a child print is to reinforce letter/sound recognition for *reading*. If the child's reading is satisfactory, direct the efforts of the dysgraphic child to the common method of communication — the written word.

Auditory Factors

Prof. Dina Feitelson at Haifa University wrote a particularly good piece in Kavanagh and Venetzky's book of cross-cultural studies. While I have alluded to her work before, allow me to begin the section on auditory factors with a quote in which she says that for Hebrew the decoding terminology should read:

> "...the symbol-sound relationship rather than the sound-symbol relationship. In reading, sound is derived from the symbol and in Hebrew symbol-sound correspondences are highly consistent,
>
> > [For example, the lamed says 'l' all the time, the gimel 'g' and the chirik — vowel dot — always says 'ee'"]
>
> "while the sound to symbol correspondences are less dependable.
>
> > [If the sound is 'ch'...is it written with a כ (chaf) or a ח (chet)? If the sound is 't'... is it written with a ט (tet) or a ת (taf)? If the sound is 'eh'...is it a (segol) ◌ֶ or a ◌ֵ (tsereh)?]
>
> "Therefore correct spelling is harder than correct reading... in general... and the existence of several duplicate symbols makes the choices difficult."

Auditory Vocal Symbols

There are 5 basic vowel sounds represented by 10 symbols

פתח ◌ַ	צירה ◌ֵ		שורוק וּ	חולם וֹ	
או	או		או	או	
קמץ ◌ָ	סגול ◌ֶ	חיריק ◌ִ	קובוץ ◌ֻ	חולם חסר ◌ֹ	שווא ◌ְ
ah	eh	ee	oo	oh	shwa

There are 20 basic consonant sounds represented by 29 visually different symbols (including 5 "final" symbols, appearing only at the end of a word)

sh	r	k	ts	f	p	גרונית	s	n	m	l	y	t	ch	z	v	h	d	g	b
ש	ר	ק	צ	פ	פּ	ע	ס	נ	מ	ל	י	ט	ח	ז	ו	ה	ד	ג	בּ
		כּ	ץ	ף			שׂ	ן	ם			ת	כ		ב				
													ך						

Although Hebrew allows for several sound-to-symbol choices this is still drastically less than English with its large number of irregularities in both sound-symbol and symbol-sound relationships.

Elsie T. Rak, in the latest edition of her excellent spelling guide "*Spellbound*", lists 18 sound equivalencies for vowels a-e-i-o-u and 39 sound equivalencies for the additional vowel combinations!! For example, the *sound* ā (the long a) is written as: a, a-e, ai, ay, ei, ey, ae, eigh; whereas the *letter* a appears in at least 10 combinations, all having slightly different sounds: a, ae, augh, aw, au, ai, oa, ar, ay, ea. The auditory-visual match for vowels alone drives our dyslexic youngsters to despair, whether native English speakers or learning English as a foreign language.

Auditory Discrimination

One language skill in particular has been found to be consistently related to early reading success: the ability to analyze spoken words into the phonemic (individual sound) segments that are represented in an alphabet writing system. Much of the pioneering work of Liberman and Shankweiler has proved beyond doubt that problems in phonological aspects of language — segmentation, rhyming, matching sounds and sequencing — are common characteristics of children whose problems are mainly in reading and spelling. (See Bradley & Bryant 1983, Blanchman 1984, Chall 1983, Wagner & Torgesen 1987).

Most good speech therapists understand the difficulty children may have in 'accessing' the phonological elements represented by an alphabet orthography.

> "Individual phonemes (sounds) in the spoken word are co-articulated or merged during speech production: the consonants are 'folded' into the vowels and only one acoustic unit is heard — the syllable. Thus it is easier for a child to segment into syllables... but he *must* eventually come to the awareness that there are small phonemic units... which are represented by specific symbols".

Logical representation of language in early reading — as Bloomfield wrote in the early 40's — is of tremendous help in this regard. The linguistic approach, in its varied commercial forms has given us content such as: "the fat cat sat on the mat"... also in Hebrew: Dana nama kama... Although this is a category I refer to as low-interest, low-vocabulary books, it has helped greatly in allowing beginning readers to make logical sound-symbol associations, inductively.

Although phonemic awareness is of prime importance — and can, by the way, be *taught* in kindergarten, we must come to grips with another frequent problem in auditory processing, which is the confusion of similar sounds. This is a universally persistent problem, across all languages. Here we refer to sound pairs which emanate from approximately the same points of lips, tongue, palate, teeth, jaw position and may differ only in force of breath, tongue position, etc. The closer the sources of sound resemble each other — the greater the possibility of auditory confusion.

Exaggerated Examples of Poor Auditory Discrimination:

They wend do sgool do bleh ball.

אלכתי לבצפה וזקקתי בגדור.

Good Auditory Discrimination

They whent two skool too plaiy bawl.

הלחטי לבטספר ושכקטי בקדור

In both instances visual memory cannot compensate for these two types of errors. The teacher however must recognize these differences — for effective remediation.

Yet, on the whole, the consonants in almost all languages present fewer problems than vowels. They have more definite articulatory feedback within the mouth, which can help compensate for weak auditory feedback systems, where the child cannot correct himself because he doesn't *hear* the difference. Indeed, it is through speech therapy techniques that we are able to help some children finally distinguish between similar sounds belonging to different symbols. Vowels, classically having only slight changes in air flow and mouth shape, have less defined kinesthetic 'reminders' within the mouth, and will cause the greatest confusion — both in reading and writing.

Before leaving the auditory sphere, where the major processing problems lie, allow me to describe two instances of local dilemmas. Bright Israeli youngsters, with auditory discrimination problems, especially between vowels, can manage quite nicely with unvowelled text. They apply contextual skills, grammatical hints, configuration clues and consonant decoding. When, however, they begin to learn English, and lack strong re-visualization skills as well, their reading and especially spelling will suffer. Since they were never called upon to write vowel symbols in Hebrew, this auditory discrimination skill was never developed.

In English, however, there is no escape. If one has more dependable access to the auditory decoding of solid consonants than evasive vowels — the choice of vowel symbol becomes a nightmare. Girls are grilled and phonetic spelling — as with English dyslexics — reigns. Remember that these are children who can generally understand and converse intelligently in English, at or above their class level.

The other side of the coin which I have experienced, are the many sophisticated intelligent young American men and women who come to Israel on specific year-long language programs as the first part of rabbinic or cantorial studies. These bright people, who have successfully overcome dyslexic-type problems in their *own* language — English — find the monster rearing its ugly head again, with Hebrew. Their frustration, surprise and despair at not "catching on" like the majority of their classmates, present a fascinating area of investigation. Their ability to comprehend and manipulate highly abstract concepts and ideas would seem to contrast sharply to their "I can't read it aloud for you, but I'll tell you what it's about" response. When forced to read English aloud, pronunciation confusions are noted, small suffixes and prefixes ignored or read incorrectly, letters switched or omitted and visual confusions may also occur. Yet on a discussion level these are rarely noticed, and the clever strategies employed by so many dyslexics provide compensation.

When faced with Hebrew, they are simultaneously learning word meaning and correct articulatory response to a whole new symbol system. They are robbed of the first rule of reading: "Know the language you are going to learn to read" (Carroll, 1967). Therefore all the advantages of their native language — familiar symbols, familiar sounds, words, sentences with their understanding — have disappeared. In addition, to make matters worse, they are very soon expected to read adult texts with crucial phonemic information (vowels) withheld.

* * *

When discussing syntax I do so from a teacher's — not a linguist's — point of view. The basic difference between these two languages is not in the verb-adjective placement, or even in the omission of the verb "is" or "am", since reading follows — or should follow — spontaneous speech patterns. A difference in syntactical structure between Hebrew and English which DOES affect the English mother-tongue dyslexic reader is the collapsing or contracting of prepositions, possessives, future tense, past tense, etc. into the same cluster of letters as the verb, the noun and the object. This requires much greater visual analysis and ability to extract the central meaning while separating out the various important additions into meaningful units. One unit of letters in Hebrew can mean up to four or five words in English! A four hundred page book in English can be faithfully translated into 250-300 pages of Hebrew.

Visual Contractions

— Gestalt patterns of familiar words are lost.
— Re-adjustment of visual processing is required.
— Recognition of new semantic markers — represented by one or two letters attached to the root-word is required.

Examples

3 words — in their house — בביתם
4 words — and from our assets — ומנכסינו

4 words — and in their pockets — ובכיסם
5 words — and when he angered him — וכשהרגיזו

English equivalents might look like:

The boys are at their house
becomes
Theboys are attheirhouse
which becomes
Theboys are ahouseheir

William Gray, in a review article (1956) of extensive research comparing 14 languages, makes this point most emphatically. A short story was presented in all 14 languages, expressing the *same* information. Both the number of lines and the word units were counted to see how much physical space this same information took. Among Korean, Finnish, English, Spanish, etc., Hebrew was ***next to the last*** (only Navaho took up less space), because of the collapsing feature of Hebrew discussed above. If this is difficult for an Israeli youngster — how much the more so for an English speaker learning Hebrew.

The redundancy of words in English texts eliminates this element of visual confusion that exists in Hebrew. This is also one of the factors that makes English the language of choice in micro-processors.

Both Hebrew and English readers are invited to try the following sentences:
Read this:

Frc wnd fltrs thr grt hlls.
בחשכה שמש המטר הזהר במציאת דרכם.

How important is phonemic information for your understanding of the above*.

Visual Discrimination Problems: English print more distinctive.

Visual Memory: Almost more important in English (early stages).

Auditory Segmentation: Important for both — somewhat easier in English — vowel symbols always there.

Auditory Discrimination: Same classic paired confusions, many more in English.
Sequential Problems: Same frequency in both.

Spatial Problems and Directionality: Both

Overall it is the basic consistency of the symbol-sound system in Hebrew — ל always says L, מ always says M — that gives it its great advantage over English in the speedier remediation of the decoding process — which, in my opinion, is the ncessary requisite for achieving true reading success.

Summary

Dyslexia is a problem of reading — most importantly finding the correct sound-symbol relationship, leading to proper decoding.

Of all the symbols — across all languages — the vowels are the most difficult to isolate for sound. This is especially so in the retrieval of these symbols for correct spelling — and correct sequence — in words.

Hebrew pays token attention to vowels — dropping most of them completely by 3rd or 4th grade. Vowels are rarely required as part of the writing process. If Israeli youngsters were required to write the basic Hebrew vowel sounds — even once a week during regular spelling dictation — the skill of auditory discrimination and sequencing could be greatly reinforced. The transfer of these skills to English is very important.

Could an intelligent Israeli 7th grader read the following: Grls nd bys lov vnlla ice-crm.? With a little effort — they probably could... and the bright dyslexics among them would be delighted to be relieved of the gril-girl deliberations, to say nothing of creem-craem-creme etc. — when writing this. They leave behind, however, a large group of struggling readers — who, because of language-poor backgrounds, visual and auditory processing problems, need more linguistic regularity in order to get meaning out of the printed word.

* Fierce wind filters through great halls.
בַּחֲשֵׁכָה שֶׁמֶשׁ הַמָּטָר הַזּוֹהֵר בִּמְצִיאַת דַּרְכָּם.

(*Editor's Note: For bibliographical references in the above article, please apply directly to the author at the David Yellin Teachers' College, Bet Hakerem, Jerusalem*)

TEACHING ENGLISH TO HEARING-IMPAIRED CHILDREN

by *Naomi Ganin-Epstein*, Yahud School

In this article I will endeavour to show the special needs of hearing-impaired pupils learning English as a foreign language, by presenting the elements of a reading program specially designed to meet these needs. This paper refers to the hearing-impaired child learning in a special classroom in a regular school.

The term 'hearing-impairment' includes: "all disorders of hearing, regardless of their nature, cause or severity." (Boothroyd, 1982) The two terms most commonly heard are:

"Hard of hearing" describes a person whose hearing (with or without amplification),

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though impaired, is used as the primary modality for speech perception and acquisition.

"Deaf" describes a person whose hearing is not used as the primary modality for speech acquisition (even with use of a hearing aid) though it may be used as a supplement to vision or touch. (Bothroyd, 1982).

In the special classes of the regular school there are both "deaf" and "hard of hearing" pupils.

Because of the hearing-impaired child's limitations in understanding a language through hearing alone, lip reading is very important. Unfortunately, eyes can't take the place of ears. "The visual perception of speech — lipreading — is a very poor way of gaining access to the speech code. Most of the significant movements are invisible (sounds such as /k/ /g/ /x/ can't be seen at all) and many of the visible movements are indistinguishable from one another" (sounds such as /n/ /t/ /d/ look identical on the lips) (Boothroyd, 1982). This information seems surprising in the light of the fact that some people can "lipread". It is important to realize, however, that these are people who have already established language competence. With the help of situational, contextual and other cues, they are able to attain high levels of *message comprehension* through lip reading despite the difficulties in distinguishing the specific speech sounds.

Obviously, if hearing the foreign language is limited, and lip reading is severely limited because of the general problems of this mode, and the specific problem that knowledge of the language is necessary to fill in the information not seen on the lips, conducting an orally-based English lesson with hearing-impaired children is not feasible. It is important to emphasize that oral work can and should be done, but it cannot be the basis of the lesson. Reading and oral language must go together, language must be learned through reading, in conjunction with oral activities.

The Reading Program

Each unit of study begins by introducing a letter. Each letter is introduced with a word in English that begins with that letter. This is done for two reasons:

1. As an aid to understanding/remembering letter sounds.
2. In order to build a sight vocabulary.

The first point can be best explained by way of an example. When teaching the letter Nn, the teacher can recite to the children an endless number of words beginning with that sound in English, or even in Hebrew. At best, most of the children will confuse that sound with /d/ and /t/; at worst — some of the children will get hysterical because they do not understand what is wanted of them. The first time the teacher introduces a letter she must give its Hebrew equivalent (W and TH are a problem of course) so that all children know exactly what sound is being referred to. In order not to use Hebrew after the initial explanation, each letter is linked to a word in English which is learned and practiced, so that when a child forgets the /n/ sound, the teacher refers to the word "notebook" and not to the Hebrew referent. The connection between the letter and its English word referent is practiced intensively. No Hebrew transliterations appear in this program.

Here the question of cognates arises. At first it would seem that for these children, the use of words that are the same as in their mother tongue would be especially useful in helping them to internalize the sounds of the English letters. Unfortunately it is not so. Simple and extremely well-known cognates such as "banana", "telephone" and "radio" are very helpful. But none of my 4, 5, or 6 grade pupils know what an "igloo" is, nor who an "Eskimo" is. I once spent ten minutes of a 6 grade lesson one year teaching the children what jeans were. We only "got away with" "popcorn" once some of the children realized that it is the little white stuff you eat at the movies.

If the teacher has to spend time and energy teaching the cognates, it makes more sense to spend that energy teaching necessary English vocabulary.

By introducing each letter with a word we are also building up a sight vocabulary. "The term 'sight-vocabulary' refers to the total number of printed words that the child can identify at sight. The child's ability to read in thought units will depend on how quicly and easily words are recognized." (Hart, 1978)

In each unit of the program the child practices the sound of each letter, connecting the letter to its word referent and recognition of the sight vocabulary. Capital letters are taught together with lower-case letters — this is an issue only of visual memory and hearing-impaired children can function like hearing children in this respect.

An Eclectic Approach to Reading

This reading program utilizes a combination of the synthetic and analytic approach — an eclectic approach.

The phonic system is used to practice the sounds of the letters. The children are taught only the SOUNDS the letters represent and not their names, thus avoiding confusion when reading. Great care has been taken NEVER to contrast letters that look alike on the lips. The child may be asked to differentiate between "ana" "aba", but never: "aba" "ama". In short, minimal pairs such as "d/n" "p/b" are NOT contrasted, so that the lip readers can do the phonetic exercises as well as those children that can hear the difference.

Phonetic considerations were one of the factors which determined the order in which the letters would be introduced. The letters that represent sounds that can be seen easily on the lips and are easy to pronounce are introduced first. The vowel "A" is a very good one to start with as all children can pronounce it and it is easily recognized on the lips. The vowels "A" and "O" are taught before "I" (as opposed to ESH 2) as "I" is a more complex sound, and not as easily seen or heard (the short "I").

The other factor in determining the order of introducing new letters was vocabulary. After the first two letters are taught, each new letter is immediately combined with the previous ones to form a name or a word that the children can read. "N" must be taught before "B", because in unit 3 "N" appears in the first word "man", and with the addition of only ONE more letter, "B", the child can now read the word "banana". As Virginia Allen points out: "Teach a few letters and show how they look in words. Don't delay the introduction of words until the pupils can identify the entire alphabet. Some letters will never need to be taught separately; they can be learnt in word context once a few letters have been taught." (Allen, 1979)

The analytic approach is reflected here through the use and practice of sight words. It is important to note that the child is not required to write words learned as sight words before he/she has learned all the letters appearing in them.

Writing practice is given for each letter. Arrows show the correct direction to be followed when writing each letter. Exercises of matching upper-case to lower-case letters appear in various forms so as to arouse interest. Many puzzles are also included. Specially prepared pictures in which current vocabulary items appear are also utilized, as an incentive to oral work.

In the not-so-distant past, hearing-impaired children were not expected to learn English, as it was considered "too difficult". Yet today, more and more hearing-impaired pupils are proving their ability to learn a foreign language. Like other members of Israeli society, hearing-impaired people need to know English at a level which suits their abilities, the demands of their careers and their social needs. Our hearing-impaired pupils are entitled to teachers attentive to their needs and to programs which supply the teachers with teaching methods to meet these needs.

(Editor's Note: Naomi Ganin-Epstein has a B.A. in "The Education of the Hearing-Impaired" from Tel Aviv University and a B.Ed. in Teaching English from Beit Berl College. She is the author of a workbook for beginners with impaired hearing now being published by the "SHEMA" Association).

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TEACHING ENGLISH TO THE VISUALLY-IMPAIRED

by *Rachel Saperstein*, Amit School, Jerusalem

Following a *Jerusalem Post* article about my work in using a language laboratory to teach disadvantaged pupils at the Amit Jerusalem High School, I was offered a position to re-activate a language laboratory at the Jerusalem Institute for the Blind. The challenge of adapting my programs to the visually-impaired was intriguing, but frightening as well. My contact with and knowledge of the blind was minimal and I felt the sighted person's discomfort in being with the visually-impaired. How do you talk to a blind person? Do you use expressions like "I'll be seeing you"? Can you talk about flowers, clouds, the sky at sunset?

Luckily, my first formal encounter with the blind was through Saadia Ben-Gigi, director of the Institute's Sports Center. Saadia, blind from birth, quickly made me aware of the capabilities and confidence of the blind. During a tour of the sports center and institute Saadia left me for a few moments and I soon got lost in the maze of corridors. When he returned to rescue me he said, "I'll have to show you how to find your way around here."

During our conversation, in which we talked about his blindness, my teaching experience, the job, politics, family and all our many points of mutual interest, I asked him, "Saadia, what do I look like?"

He smiled. "I think you're short, not fat, over forty, blonde and very pretty."

"How did you make these assumptions?"

"I can tell your height by where your voice is coming from. You didn't huff and puff climbing the stairs so you aren't fat. From your life experience you're over forty."

"But why blonde?"

"Your accent is American. Most Anglo-Saxons are light and blonde. Had you told me you were from Turkey, I would have said you were dark."

"But why pretty?"

"In all folktales the princesses are blonde and beautiful. The two go together."

We both laughed. Presumed cultural attributes had played a part in his assumptions as they do with us all. (I *am* short, blonde and over forty.)

As our meeting ended Saadia said, "When will I see you next?" The word "see" came out naturally. "I'll see you on Wednesday," I replied and we shook hands. I had made a friend and learnt my most important lesson. Saadia, with his intelligence, his strength and, above all, his humor, had shown me that I had to learn to deal with my blind and visually-impaired students as individuals and not as cases.

The lab I received had been set up twelve years earlier, but had been out of use for five years. I first had to clean the room and test the equipment. I then had to beautify the rom. I cajoled, threatened, whined and demanded. Paint, posters, plants, clean drapes, and bright red chairs transformed the once drab room. But why a beautiful room for the blind, I was asked. They can't see it. "I see it," I explained, "and the visually-impaired can see it. And the blind with their developed sense can feel it." Another lesson from Saadia: the visual delights of the sighted are scarcely less meaningful to those without sight.

This was confirmed by the visually-impaired young adults who were to be my first students, who dropped by to say hello and were delighted at the atmosphere in the lab. They were less responsive to my standard opening question, "Why do you want to learn English?" Answers were minimal, ranging from "Because..." to "Why not?" The question, "What situations do you find yourselves in where you wish you knew English?" drew a stronger response. "When I talk to tourists...", "When I need help finding something...", "When I watch television and can't read the subtitles because they are too small..." We set the first class meeting for the following week and, to celebrate the start of what we all felt would be a great adventure, agreed that I would bring wine and they would bring cake.

The wine and cake seemed more appropriate to a wake than to a celebration, for the first lesson was a disaster. Though I had observed several classes, apparently I had missed the basics. I had prepared sufficiently large worksheets which my students could read by holding them close to their eyes. But I hadn't realized that the instructions written on the chalkboard, no matter how large, could not be seen. An English teacher stripped of her chalkboard, pictures, posters and flashcards is only half a teacher — or so I thought.

My students understood nothing of what I tried to teach them. Though they had ostensibly studied English at some point, a simple fifth grade listening comprehension was beyond them. They looked at me in frustration. I looked at them in despair. The wine and cake lifted our spirits from devastated to merely dismal. I assumed they would never come back.

I made my way to Saadia's office. "Saadia, I'm an experienced English teacher. I'm an experienced lab supervisor. But I don't know how to teach the blind. I need help."

Help came in the form of a young teacher at the Institute, half my age but very intelligent and sensitive. Leora Mandelbaum had once come to me for ideas on how to teach English to her students. Now she shared her experiences with me. "Teach only a small amount each lesson. Keep the lesson simple. Forget about using the lab as a lab at first. Use it as a classroom. Then use it for practice."

My first aim, modest but realistic, was to teach each student to read and write his or her name, address, age, telephone number and marital status. This was divided into four fifty-minute sessions, each with its own very short worksheets. Two examples will suffice:

Worksheet no. 1 My name's ______________________________.
I live at ________________________ Street in Jerusalem.
I am ______________________________ years old.

Worksheet no. 2 What's your name?
Where do you live?
How old are you?

Soon they were ready for their first lab lessons, consisting of a dialogue and responses based on the worksheets.

At last they received a worksheet containing the complete dialogue, six questions and answers. Initially panic-stricken at the length of the sheet, my students quickly realized to their delight and satisfaction that they could read all the information with ease. Putting on their headsets, listening and recording, hearing themselves ask and answer questions in English with confidence brought them a joy that matched my own. That day I didn't need wine and cake to celebrate.

NEWS FROM THE OPEN UNIVERSITY

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"LEARNING TO LISTEN AND LISTENING TO LEARN"

A new course for High School Students

by *Yael Bejarano, Elaine Hoter and Laureen Rabbi*

"Learning to Listen and Listening to Learn" aims at providing higher intermediate level students (11th and 12th Grades) with the appropriate tools for enhancing their comprehension of spoken English. The course consists of 3 units. Each unit evolves around one general topic. The titles of the 3 units are:

1. Verbal and Non-Verbal Communication
2. Explaining the Unexplained
3. Tourism in Israel

Theoretical Rationale

The major principles that guided us in designing the course pertain to four facets of the listening process:

a. Amount of exposure to aural texts.
b. Interest level of the topics.
c. Variety of accents.
d. Listening comprehension skills and strategies.

All these were taken into account in designing the course. Thus every unit includes 60-90 min. of audio-recordings; the topics were chosen to arouse interest and motivation in the learners; a variety of accents are provided; and learners are equipped with skills and strategies that will aid in comprehending aural texts.

Structure of the Course

Listening comprehension is significantly affected by the text used as a listening stimulus. In order to provide exposure to a large variety of text types, and practice in a broad spectrum of Listening Comprehension skills, the course includes texts which utilize diverse oral/aural features, all from authentic sources or specially composed for the course. These features pertain to:

a. Types of communication: unilateral (monologues); bilateral (dialogues); multilateral (among 3 or more participants).

b. Different registers: relating to role relationships between the speakers and/or formality of the occasion (e.g. mother and child at home vs. company president and employee at work).

c. Levels of spontaneity: from totally unplanned, through outlined, to based-on-written notes, and finally fully prewritten texts.

d. Different levels of familiarity with topic: from complete unfamiliarity to professional expertise.

These features are manifested in aural texts of three types, all of which are used in the three units of this book: conversational style, in the form of short dialogues, interviews and short discussions; academic listening style, in the form of lecturettes and longer lectures; and listening for pleasure, in the form of anecdotes and short stories.

Skills and Strategies

The skills and strategies taught and practiced in the units are listed in the table below, which also indicates their distribution in the units.

Skill or Strategy	Unit 1							Unit 2							Unit 3						
Activity	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Listen for the main idea	●				●		●	●		●		●	●	●	●		●		●	●	●
Listen for specific information			●		●		●		●	●	●	●	●	●		●	●		●	●	●
Identify subtopics				●	●	●	●					●	●	●					●	●	●
Follow a sequence of events				●			●		●	●			●	●	●			●		●	●
Take notes for set purposes							●						●	●			●		●	●	●
Guess the meaning of unknown vocabulary by using contextual and linguistic clues	●			●		●		●	●		●				●			●			●
Predict subject matter by using world knowledge and contextual clues	●				●	●	●	●		●	●	●	●	●	●	●		●		●	●
Recognize the effects of stress and intonation on meaning and mood		●									●					●					
Follow aural instructions				●	●						●							●			
Understand the effect of register on meaning		●				●						●					●		●		
Interpret speakers' opinions (words/tone indicating opinion)		●						●				●					●		●	●	●
Understand different accents when spoken at a natural pace		●	●			●						●	●	●			●		●		

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The Structure of the Units

Each unit evolves around a single main topic in order to allow for reentry of vocabulary and familiarization with the thematic area. All three units follow the same overall structure. Each unit develops in four stages.

Stage 1: "Gathering Your Thoughts"
The thematic area of the unit is introduced in the form of a short lecturette.

Stage 2: "Warm Up"
Exposure to short unilateral or bilateral spoken texts.

Stage 3: "Let's Practise"
Longer bilateral or multilateral spoken texts.

Stage 4: "Putting It All Together"
A lecture or academic interview is heard. In this last stage the skills, strategies and language items practiced in the preceding three stages are put to global utilization. The talks are longer, and the use of note-taking is practised.

Every stage has between one and four different "Activities", each based on one listening stimulus and drilling one or more specific teaching points. These teaching points are summed up at the end of the Activity. Each Activity is further subdivided into several different "Tasks."

We hope that both students and teachers will find this course stimulating, and that it enhances their motivation to Listen, their ability to Comprehend, and thus their capacity to Learn.

EFL DEPARTMENT: ENGLISH PROFICIENCY FOR TEACHERS OF ENGLISH

Course Design: *Yael Bejarano, Yaffa Kleiner*

Target Audience:

1. English teachers who teach in junior high-school and high-school and whose mother tongue is not English.
2. Unqualified teachers of English who have received notice from the Personnel Department, Ministry of Education, that they must pass an examination in English proficiency.
3. The course is offered at two levels.

Course Requirements and Qualifications

1. The final exam of the course will be regarded by the English Inspectorate as equivalent to the qualifying examination in English proficiency for English teachers, both in primary and secondary schools. Teachers who attend the course regularly and fulfill all requirements will be exempted from the qualifying exams in English proficiency for teachers of English.
2. Final grade requirements:
   for Primary School teachers — a final grade of 60 and above
   for Secondary School teachers — a final grade of 75 and above
3. The course is recognized by the Ministry of Education as hours towards a Gmul Histalmut (on a personal programme). Teachers will have to apply for recognition of the course to the Hishtalmut Inspector in their area.

Course Objectives

1. Improvement of teachers' general language skills (reading comprehension, listening comprehension, speaking skills, grammar, vocabulary). Special emphasis will be placed on vocabulary enrichment.
2. Brushing up teachers' language skills for EFL classroom needs (giving instructions, leading class discussions, teaching a teaching point, etc.).
3. Brushing up teachers' language skills for classroom administration (discipline matters, requirements and regulations).
4. The method used in the course should serve as a model for teachers' own classroom teaching.

Teaching Method

1. Integrated language lessons will be planned where different group work techniques will be used to serve different teaching objectives. A variety of activities to fulfill the course objectives will be provided.
2. Actual classroom events and teacher-talk taped on video cassettes (British Council tapes) will be analysed.
3. Individual students will give oral presentations at the outset of every lesson for 5-10 min.
4. "Putting it all together": projects in small groups will be assigned. These will entail planning and actual teaching of a unit.

Entrance Test

Teachers will take a written and oral entrance test, which also serves for placement purposes.

Course Duration — 72 hours (3 hours per week, one afternoon)

Materials Used

1. *Teaching English Through English*, Jane Willis, Longmans (selected sections only).
2. Video material from B.C. films taken in ESL classes in England.
3. *Headway Advanced* class core book.
4. Supplementary material chosen from a variety of sources, such as articles from newspapers and journals.

The Structure of a Lesson

The lesson will be divided into two parts between which there will be a 10 minute break.

Part 1 will focus on general language skills.

Part 2 will focus on the specific language needed in the language classroom.

The following is an example of the components of a 4 hour integrated lesson:

Part 1.

1. *Oral Presentation* — something that happened, a news item, a book report, etc. Every 3 or 4 lessons students present (in pairs or threes) a teaching activity (of a kind done by the teacher in class) and carry it out with the class, including all the instructions for its execution.
2. *Reading Comprehension*
    a. Pre-reading activities such as vocabulary preparation, brainstorming topic, developing expectations, etc.
    b. While-reading activities such as strategy training, dealing with vocabulary in context, using previous world knowledge etc.
    c. Post-reading activities such as inferencing, drawing conclusions, written activities etc.
3. *Grammar*
    Specific grammatical points will be re-taught or reviewed on the basis of review done by students at home (Michael Swann's *Practical English Usage*). A variety of techniques will be used based on the needs.
    a. Jigsaw technique, whereby inter-changing groups will review different points of grammar with other groups.
    b. STAD technique for more thorough work on more sophisticated grammar points.
    c. Quick review of grammar by the teacher using pattern drill or substitution tables, etc. for quick oral practice.
    d. Application, in groups making up dialogues for acting out, using the grammar point taught.
    e. Grammar quizzes.

4. *Listening Comprehension*
Listening to the BBC news or Kol-Israel and talking about the news. Activities will be planned for small groups, using different techniques for different purposes.

BREAK

Part 2.
Classroom Language — Video or tape cassette of classroom events will be followed by work such as:

a. Short analysis of the event itself.
b. Analysis of the effect that a teacher's verbal behaviour has on students, reduce/heighten tension, understanding, embarrassment, etc.
c. Discussing alternatives of *verbal* choices that the teacher has provided to students to choose from.
d. Discussing what a teacher could have done to exploit the event for maximum English usage on the part of the lessons.
e. Role-play — of similar events, with some details changed, with possible verbal reactions and appropriate use of tone.

2. *Language Functions* — if possible, in connection with topics of classroom language, e.g. ordering, requesting, etc.
   a. Introduce (through situation, video without voice, tape etc.).
   b. Analyse relationships of people, etc.
   c. Apply — board games
      role cards
      presentation, as if in a classroom
      communication games.
3. *Methodological Considerations*
   a. Use of grammar and vocabulary in situations.
   b. Any exercise/activity used in class that can be adapted to students' teaching situations.

NEWS FROM ENGLISH BY TELEVISION

by *Dvora Ben-Meir*

Israel Educational Television is looking ahead to the next decade. A five-year plan has been proposed and is already being implemented. The plan calls for a focus on English by Television for *Grades 4-7*, crucial stages of learning in which television plays an essential role. Due to budgetary limitations during the past ten years, we were forced to purchase telecasts abroad and to prepare language learning materials to accompany them. While this may still be a viable decision for the intermediate and upper levels, it was found to be an impossible suggestion for the elementary levels. The needs and interests of young learners in Israel are so specific that it was decided to produce telecasts locally for this level of learner.

During the school year 1989-90, two series are being produced simultaneously, no mean endeavor for a production house the size of Israel Educational Television. This article will deal mainly with the production of a new series for the 4-5th Grades, *CANDY CAN DO IT* and describe briefly the plans for the renewed 7th grade series, *SIGNAL: CQ*.

CANDY CAN DO IT is a series of 9 telecasts for Grades 4-5. Each telecast is based on a popular children's song from the American series *KID SONGS*. The songs were selected on the following criteria:

easy to sing
simple, useful vocabulary
topics relevant to the world of the child (animals, sports)
rich visual elements in the video clip
simple grammatical structures
no cultural bias

The songs serve as a basis for a dramatic situation which comprises 10-12 minutes of the telecast timing. The telecasts take place in Jonathan's studio, a film director's studio filled with modern electronic technology. Two children, Ronny and Shirley, find their way into this magical and technologically advanced setting. It is here that the children also become acquainted with the "hero/ine" of the series, CANDY, a fantastic computer who communicates directly, both visually and orally, without the intervention of a keyboard. Candy is always ready to play and have a good time with Shirley and Ronny, and intervenes on their behalf even when they get in Jonathan's way and prevent him from getting on with his work. Candy loves "kids" and "kids" love Candy. Candy's friend, SANDY, a synthesiser, helps teach the melodies of the songs being presented. Each telecast has a dramatic situation which emphasizes positive interaction between the characters. Other characters and filmed sequences are brought into the telecast as the situation demands. The atmosphere is one of friendship, cooperation and creative fun — exposing learners to the richness of language available through communication.

The Conceptualization

Raphael Gefen, Chief Inspector of English and Curriculum Consultant for the series, requested the Production Team to implement the guidelines of the Syllabus for teaching English in Grade 4, by providing sufficient aural/oral stimulus so that teachers could put off the teaching of reading until the second semester of Grade 4. The objective is to expose learners to a rich input of English before exposing them to the written system of language and to the process of reading. The universal love of music and songs seemed to be the best way of exposing learners to real language. The songs chosen by Raphael Gefen, *Sionah Kronfeld*, Pedagogic Consultant, and *Dvora Ben-Meir* were found to be linguistically, educationally and culturally suitable. The production team headed by *Nurit Henig* began to conceptualize the presentation of the songs into dramatic situations. Together with Sionah Kronfeld, *Arie Ben-Zion*, director, *Rachel Haim*, Assistant Director, and *Dafna Eilat*, scriptwriter, five of the nine telecasts have been produced as of now (December 1989). Accompanying pupils' and teachers' material are also being written.

Objectives

CANDY CAN DO IT is a pre-syllabus series which defines its objectives as:

a. to teach 9 popular children's songs
b. to expose learners to rich, meaningful and authentic language
c. to develop in learners a sensitivity to the sounds and rhythm of English
d. to develop an awareness of everyday expressions, i.e. "I'm sorry", "I don't know," "Let's go," etc.
e. to serve as a basis for the learning of reading and formal language study in the 2nd Stage.

Using the Telecasts

The *telecasts* will be broadcast in two cycles. The first cycle will focus on the development of aural/oral skills, while the second cycle will serve as the basis of a reading program. The *pupils' material* in the second cycle will use the same nine telecasts to introduce both neo-phonics and global reading, by calling on the pupils' aural/oral skills established during the first cycle. The Pupils' Materials will be supported by a *Teachers' Book*, offering suggested procedures and optional activities. In-service training courses will be offered during the summer vacation so that teachers can familiarize themselves with this new attempt to motivate our young learners and to ensure their success in the first stages of learning English as a foreign language.

Seventh Grade

Due to technical difficulties *Gabby and Debby* is not being broadcast any longer. These difficulties have affected some of the *Debby in Hospital* series, and only 4 of the 8 telecasts are of broadcast standard. It is possible to purchase video cassettes of both series from the National Pedagogic Center, Ministry of Education, Jerusalem 91911, Telephone: 02-238348.

A decision has been taken to re-produce the *Gabby and Debby* series, keeping the same basic concept of a brother and sister who find a magical way to travel all over the world. However, many other aspects of the original script are being changed. In *Signal: CQ*, Donna and Mickey, a radio ham operator team, discover a "magic bubble" which they use to help people in trouble. Keeping the new syllabus and lexicon in mind, the scripts are in more authentic-sounding language. The filming is on location and, of course, in color. The accompanying Pupils' Materials are also being rewritten, reflecting more recent trends in language learning. It is hoped that a complete series for the Seventh Grade will be ready for the school year 1991-92.

Other Plans

New series are also being planned for Grades 5 and 6. Both series are still at the conceptualization stage; it is planned that a new series for Grade 5 will be ready in September, 1991, and a series for Grade 6 in September 1992.

A very great deal of effort, manpower and resources are being put into this attempt to up-date the telecasts and the written materials, while constantly striving to uphold Israel Educational Television's high standard of excellence. We hope that English teachers will continue to see the use of television in the classroom as an essential part of language teaching.

E.T.A.I.
ENGLISH TEACHERS' ASSOCIATION OF ISRAEL, P.O.B. 7663, JERUSALEM
אגודת המורים לאנגלית בישראל

ETAI ANNUAL REPORT FOR 1988-1989 by EPHRAIM WEINTROUB, CHAIRMAN

The annual report tends to be written between conferences and, as a result, the writer of this report tends to develop a Janus-type approach, looking in various directions at one and the same time.

.As the Association progresses and gathers strength, it becomes apparent that the activity of ETAI is not a seasonal affair but continues for most of the year. When the office is not in a flurry of preparation for the three conferences, it is busy with processing memberships and distributing the ETJ's. Whereas in past years, we have been accustomed to relating to the pre-December period as the slack period in the ETAI central office, it is certainly not the case today.

ETJ's

Since the printing of the last journal, ETAI has undertaken the overall responsibility of its distribution to members. In the long-run, this will be more efficient and ensure that journals get to paid-up members at the correct addresses. The ETJ's are purchased from the distributor and then distributed to members. Very often the office receives irate phone calls from colleagues complaining about not having received the journal, only for their complaints to subside on discovering that they last paid dues several years ago.

Conferences

The Summer Conference is still the major event in the ETAI calendar and this year proved no exception. The conference was held at its annual venue on the Mt. Scopus campus of the Hebrew University from 5-6 July, 1989. We were most fortunate in having *Professor Harry Chasty* from the U.K., brought out as guest lecturer by the British Council, who gave a series of lectures on Dyslexia, an area currently attracting attention in Israeli TEFL circles. His talks were most illuminating and thought-provoking. *Gillian Porter-LaDousse*, who had been with us at the 1988 International Conference, returned to participate both in the Inspectors' Seminar and the Summer Conference, while *Ron White* of Reading University and former Chairman of IATEFL, also joined us for a series of lectures.

The conference was most efficiently organized by *Jeanette Edry* and *Ora Baumgarten* whose devotion and imagination knew no limit. It was extremely encouraging to have new leaders come forward and undertake responsibility. We sincerely hope to see them at the helm of the 1990 summer conference as well.

The annual summer conference seems to have developed a character and size of its own. The attendance was over 700 with again mini-courses being in great demand; several in fact were over-subscribed. It seems clear that they will be an important component of future conferences.

As in previous years, the organizing committee faced the logistic obstacle of inadequate seating in the university lecture theatres, none of which can accommodate more than 400. This obligates the planning of parallel sessions to accommodate all participants.

Planning today has become extremely complicated with a variety of activities needed on a parallel basis. The mind boggles at the number of workshops needed. It is clear that for future conferences to succeed, more members will have to overcome stagefright and share their expertise with fellow conference-goers.

Looking forward to next year's summer conference, we have been informed that *Alan Maley*, Chairman of IATEFL and writer of a number of well-known TEFL texts, will be participating as a guest lecturerer. Alan Maley is one of the most exciting and interesting people in TEFL today and we welcome him back after an absence of ten years since his last visit in 1980.

The 1989 Winter Conference was held at Bar Ilan University and was convened by *Adeerah Meyers*, ably assisted by *Judy Dobkins* and *Judy Segal*. It took place on 27 December 1989. *Jim Wingate* of Pilgrims Institute was the guest lecturer on this, his fourth visit.

The 1990 Spring Conference will be held in Haifa on 1 April, 1990, and *Lily Belleli, Ella Mazur* and *Miriam Melamed* have been kind enough to organize and plan this, our fourth spring conference.

It is worth mentioning at this point that convening, planning and organizing a national conference is a tremendous task and one can only but admire the dedication of our fellow colleagues who have worked so selflessly to provide the TEFL community in Israel with three such important highlights every year.

It has become clear over the past decade that the conferences provide an opportunity for teachers to meet other teachers, exchange opinions, and update information. It is also an important way of breaking routine and taking a breath of fresh air.

Branches

Branches have been active since the Succot vacation and the office has had reports of a large number of programs underway. Some of the more distant branches, however, are not as active as in previous years, but Petah Tikva, Rehovot and Jerusalem have reported well-attended meetings. The Triangle branch under *Salah Mahajna* has increased membership and has already had several meetings.

Dr. Michael Murphy of the British Council and *Irma Goodman* of the E.T.A.I. National Executive Committee travelled to Eilat for an interesting meeting of our southernmost branch — Eilat, while *Shai Aran* visited the Galil branch chaired by *Edna Collins*.

Our branch leaders, often referred to as "activists", meet periodically. Immediately prior to the 1989 summer conference, a workshop was organized and co-sponsored in Jerusalem by the British Council and E.T.A.I. *The Jerusalem Post* graciously underwrote the cost of dinner. *Gillian Porter-LaDousse* was the guest speaker and addressed the group. A second Activists' day was held during the Succot holiday at the British Council in Tel Aviv with *Peter Maingay* of the Bell School, England, as guest lecturer. Many thanks to the 25 participants who came from all corners of the country to attend and who made the date so memorable. Of course, these meetings do not evolve; they are the fruit of hard work and planning and thanks must go to *Ditza Verter* and *Adeerah Meyers* of the National Executive Committee for their part in the success.

SIG's

The Special Interest Groups are slowly taking shape and momentum. The Computer SIG had its initial meeting prior to the 1989 Summer Conference and attracted over 80 participants. This SIG, brainchild of *Jean Vermel*, has set up a committee headed by *Ruth Donner* and *Efrat Drori*. This promises to be one of the most significant TEFL areas for the 1990s.

Other SIG's taking shape are Video (*Sheila Been and Dvorah Ben-Meir*) and teacher self-development (*Ephraim Weintroub* and *Irma Goodman*).

The British Council

It is with great dismay that we have heard of the decision to abolish the post in Israel of English Language Officer, located in Tel Aviv. *Dr. Michael Murphy* and his predecessors (*Harold Fish, Peter Hargreaves* and *Ian Seaton*) have been both good friends, wise advisers, and active backers of English teaching in this country and E.T.A.I. in particular. The British Council through the good offices of the ELO, has contributed in the past decade to the changes in Israeli TEFL. Future support from the British Council will not be withdrawn as a result of this change in organization.

Projects

Last year two young non-native speaking English teachers were chosen to participate in the BBC TEFL Summer School held in London. ***Halima Daif*** and *Aviva Ishoni* took part in the course in August, enjoyed and benefited from it. They brought to E.T.A.I. and Israeli TEFL much credit and praise for the seriouness of approach and quality of contribution to the course.

The pilot Proficiency course held in August 1989 was not widely publicized but brought in over 150 candidates. Fifteen were selected for participation in the program, cosponsored by E.T.A.I. and the British Council. The English Language Institute of the British Council directed the course, which was enjoyed by teachers and "students" alike.

It seems very clear from the amazing response to this proficiency course that there is a crying need for such programs. It is hoped that this will be continued and expanded in the coming summer.

A further plan on the drawing boards is an "updating" seminar in which teachers with more than seven years of experience will participate in a high-level seminar conducted by one or two overseas TEFL specialists. It is necessary to provide such services to prevent burnout, drying up, and getting into that rut so common to many of us after long years in the classroom.

E.T.A.I. in its eleventh year is extremely busy and there is a definite feeling of movement and change of direction. Such movement and progress would not be possible without the ready assistance of the National Executive Committee. A few words of thanks to *Judy Segal*, E.T.A.I. National Secretary, who is always ready to advise, assist, and do. Without her kindness and patience, my first year as National Chairman would have been extremely difficult.

National Executive Committee:
Shai Aran
Ruben Bar-On (away)
Dvora Ben-Meir
Judy Dobkins
Evelyn Ezra
Irma Goodman
Salah Mahajna
Adeerah Meyers
Judy Segal
Yousuf Shahien
Ditza Verter
Ephraim Weintroub

Ex Officio:
Sheila Been
Raphael Gefen
Michael Murphy

IN MEMORIAM

It is with great sadness that we report the passing away of two prominent figures in IATEFL, both of whom had over the years shown warmth and friendship to E.T.A.I. and TEFL in Israel.

Professor **Peter Strevens**, who died recently while participating in the J.A.L.T. Conference in Japan, was an eminent scholar, teacher and leader in the TEFL field. Elected as second chairman of IATEFL in 1984, he was instrumental in getting E.T.A.I. recognized as a branch of IATEFL and never failed to devote time and advice to E.T.A.I. delegates at subsequent conferences. A man of great charm and clearness of vision, he will be sorely missed.

Ray Tongue, former IATEFL treasurer, conference convenor, and branches secretary, had been instrumental in setting up the ongoing liaison between E.T.A.I. and IATEFL. He, Peter Strevens and Ron White encouraged the interest shown by the parent organization in E.T.A.I., viz. sponsorship of speakers for international and national conferences.

It is sad to lose friends. The links they forged with us will ensure that they will not be forgotten.

Ephraim Weintroub, National Chairman, E.T.A.I.

E.T.A.I. NATIONAL SUMMER CONFERENCE
5-6 JULY 1989

Theme: "Through the Looking Glass — A Fresh Look at Pupils and Teachers"
Venue: Hebrew University, Jerusalem

The programme of the Conference was as follows:

Classroom Climate and Teacher Proficiency. Dr. Ora Zohar.
Innovation and Classroom Management. Ron White, Vice-Chairman, IATEFL, U.K. Center for Applied Linguistics, Univ. of Reading, U.K.
The Process of Reading and Failing to Read. Jonathan Fine, English Linguistics Coordinator, U. Bar-Ilan.

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MINI-COURSE: Process Writing as a Means for Learning English. Batia Lederfein, Margaret Porat.

MINI-COURSE: The MOF (Modular File System). Nina Rosenthal, Martin Usher, Dorit Eshel.

MINI-COURSE: Hands-On Reading Comprehension and Testing. Isabel Burman, Natl. Inst. for Testing and Evaluation.

Using Computers in English Teaching — Even Without Knowing Anything About Them. Jimmy Baker.

Dyslexia. Lindsey Pe'er.

What is Teaching Anyway? Penny Ur, Oranim.

Scenario Teaching, Video Presentation and Discussion. Judy Steiner.

Teacher Stress. Steve Hellman.

Computers in EFL: State of the Art. Ruth Olin, Tamar Feuerstein.

Their Very First English Lesson. Pamela Halperin.

Creativity and Drama Production. Brenda West.

Creative Activities in English. Sue Secemski, Linda Waxman.

Is It My English? Yousef Daghash.

"RICH". Ora Zohar, Aviva Pinchuk, Arlin Edelman, Susan Haber.

Peer Teaching in the English Class. Rachel Flink-Levy.

Reading Comprehension & Vocabulary Teaching. Susan Holzman.

Dr. Johnson's Legacy. David Young.

A) Games and Activities for Language Learning. B) Skills and Strategies in Reading Comprehension. Tehila Ofer, Centre for Educational Technology.

The York Pogrom. Michael Toben.

Content-Based Instruction. Esther Lucas.

Frontal Teaching and Group Involvement (Native Speakers). Judy Eisenberg.

Motivating the EFL Learner. Gillian Porter LaDousse, British Institute, Paris.

Dyslexia. Dr. Harry Chasty, Guest Lecturer, London.

This Question is Unfair — Or Is It?. Amos Paran.

Cybernetics, An Approach to Learning Programs. Jack Ziv-El.

Taking the Law into Your Own Hands. Sarah Shaltiel.

The Importance of the Oral Side of Teaching English. Lena Benjamin, Lynn Gamady.

Useful Texts and Techniques for Teaching Slow Learners. Hazel Camron.

In Israel Both Jews and Arabs Act Like Victims. Dr. Ben Yanuv, School of Social Work, U. Bar Ilan.

Classroom Management and the Lesson Plan. Marianne Newman.

Good Beginnings. Elana Rechtman.

Enjoying Rhythm and Rhyme. David Schaal.

Working with 3 Point Level Pupils. Sue Kerman, Ditza Verter.

Keeping Up Enthusiasm for Teaching and Learning. Babette Kaplan.

"GHOST" — Teaching Speakers of Hebrew Grammar. Judy Yaron.

Capitalizing on Students' Input. Tamar Feuerstein, Miriam Schcolnik.

PANEL DISCUSSION. DYSLEXIA. Participants: Harry Chasty, Jonathan Fine, Raphael Gefen, Marianne Newman, Lindsey Pe'er.

Role Play in the EFL Classroom. Gillian Porter LaDousse, British Institute, Paris.

The Pop Experience. Interaction & The British Olim Society.

New Techniques in Using Longman's New Dictionary. Hedva Vital.

Teaching English to Adults — A New Look at Vocabulary. Lieske Bloom.

Teaching English in a weak 9th grade. Segulla Ghosalkar.

Discipline. Miriam Kishon.

Teaching Listening Comprehension. Naomi Ballas, Carol Goldfus.

A) Reexamining the Literature Syllabus. B) Using Computerized Teaching materials in the Classroom. Yehuda Ben-Dror.

"PIPE" — An Immersion Program. Sheila Schoenberg, Ilana Kornbleuth.

Using Tapes to Teach Weaker Pupils. Rachael Saperstein.

A Sensible Approach to Spelling.

A Democratic Curriculum — Can or Will the Syllabus be Learner-Centred? Raphael Gefen.

English with a Smile. Diana Oliarchik, Lasha Rosenberg.

Reading Comprehension for Technology-Oriented Students. Tamar Feuerstein.

What Teachers Must Know About Paraphrasing. Gusta Nagel.

Telecommunications — A New Approach to TEFL. Elfie Arditi, Judy and Allen Eber.

The Beginning Stage of Teaching English. Ada Fuchs.

Coping with Differences in the Heterogeneous Class. Pnina Linder.

Making Grammar Practice Interesting. Penny Ur.

Writing: A Looking Glass Skill. Carol Goldfus.

Reading In and Out of the English Lesson. Rachel Ash. Shula Sarid, Esther Barkai.

Computer Workshop. Yoni Diesendruk, Computerized Educational Services.

Computer Workshop. Hebrew University Staff.

Setting Up Your Own English Centre — Can We Help? Judy Dobkins, Interaction Ashkelon

Model Lesson for 10th Grade. Alan Lipsey.

Experiential Approach to Teacher Training. Ephraim Weintroub.

Technical English:

A) Printed Circuits. Ruth Arnon, Bezek Tech. College.
B) Preparing Teaching Material. Adina Fridkovsky, U.T.A.
C) Methods for Teaching Technical English. Cynthia Rose.

D) PANEL DISCUSSION: On problems and solutions of teaching Technical English.

Stories in the Classroom — How and Why? Lois Tsur.

Grammar Practice. Judy Kemp.

Vocabulary Reinforcement. Brenda Liptz.

To Stream or Not to Stream? Team Teaching in the Heterogeneous 12th Grade. Ora Baumgarten, Jeanette Edry.

Model Lesson for 9th Grade. Alan Lipsey.

Communicating Through Literature. Evy Ezra.

The Most Common Errors. Marion Lupu.

Vocabulary Development. Gershon Weiner.

Learning English for an Electronic Culture. Dr. Moshe Dror.

Ghost Riders in the English Classroom. Ephraim Weintroub.

In Search of Summary: How Do You Do It & How Do You Rate It? Andrew Cohen.

How to Teach Questions. Rachel Bar Yosef.

PANEL DISCUSSION: An Across-the-Levels meeting to discuss how our methods and aims of teaching Reading/Reading Comprehension are often at variance.

PANEL DISCUSSION: COMPUTERS. Participants: Elfie Arditti, Jimmy Baker, Yoni Disendruk, Moshe Dror, Tamar Feuerstein, Gila Monikendam.

Writing Workshop. Ron White.

New Video Programs. Hedva Vital.

Why Danny Can't Read Read and What We Can Do About It. Shlomit Ilan.

Discourse Cloze. Miriam Schcolnick, Tamar Feuerstein.

Role of Grammar Games in the English Classroom. Anita Ratnowsky.

Self-Observation in Teacher Training. Sheila Schoenberg.

PANEL DISCUSSION: Teacher Burnout.

Using Newspapers in the EFL Classroom. Gil Berson.

Pronunciation Errors. Joe Barnett.

The Eternal Triangle. Pearl Edelman.

REPORTS FROM THE ETAI CONFERENCE, SUMMER 1989

E.T.A.I. Conference: ROLE PLAY IN THE EFL CLASSROOM

by *Gillian Porter Ladousse*

Role play trains students to deal with the unpredictable nature of language in use and it taps a very strong source of learner motivation by providing interactive situations. So far, this sounds like any other communicative activity. What more, then, does role play have to offer? The answer is the possibility of experimenting with an infinite variety of contexts in which learners are pushed beyond the limits of ordinary classroom conversation by playing any one of an equally infinite number of roles. This experimentation phase is not just a dress rehearsal for real life but an integral part of the learning process. Half-learnt knowledge is consolidated or fresh language is sought in order to carry out the roleplay. In both cases the usefulness of the activity is immediately obvious to learners, particularly if the teacher knows how to turn any current class preoccupation to good use as a roleplay.

Why then has role play only made cautious advances into the classroom? It is often the one activity in the text book units that teachers leave out. At other times, it is relegated to the last five minutes of the lesson and disappears as time runs out. The objections formulated tend to be of a methodological kind: role play creates chaos in the classroom; the learners are too timid and lacking in dramatic ability; they revert to their mother tongue and they do not know the necessary language. However, these superficial arguments, aimed at almost any communicative technique, mask a deeper fear of the concept of role play and the threat to personality that it is seen as representing. The fear is due to the common association of role play with therapy techniques used in various styles of psychiatric treatment. It needs to be made very clear that the objectives of role play are simply to aid learning in the ways I have set out above. Once this is done, the stumbling blocks crumble away if teachers follow the guidelines which are essential to setting up any kind of communicative activity in the classrom.

The guidelines can be summarized under the following six headings.

1. Instructions — these need to be extremely well-thought out and clearly conveyed.

2. Pairwork — rather than group work in the initial stages. This ensures that learners keep to the task, discourages them from using their mother tongue and helps them to lose their self-consciousness.
3. Information gap role plays — which give learners a real reason for communicating — are more effective than open-ended ones until learners are familiar with the technique.
4. Tasks — role plays which require the learners to find a solution to a problem give them something tangible to get on with whilst they are learning how to develop a role.
5. Follow-up — the first few times you use role play, keep it short and have a follow-up activity up your sleeve for the learners who finish before the others.
6. Flops — do not be put off by the first flop. People cannot usually swim the first time they jump into a swimming pool!

The following suggestions can be used very easily with any class. They are intended to familiarise learners with the techniques of role play, to stimulate their imaginations and finally to help them find the language to express their thoughts.

1. Who Do I Look Like?

Keep a set of "props" handy — different types of spectacles and hats or a white coat, etc. Encourage learners to try them on and comment on what each prop does to their appearance. Ask the class to list and discuss the different roles they play in real life — professional, personal, family and so on.

2. Text Book Role Plays

When using text book role plays for the first time, organise the activity in two phases as follows: (1) Get learners to work in pairs to prepare the kind of thing they might need to say in the roleplay. Half the class prepares Role A, and the other half role B. (2) Regroup the class in pairs of As and Bs and let them carry out the role play.

3. Ordinary Roles

Use any life, work or school situation which is relevant to the learners and improvise a role play. The landlady/lodger, the interview with the director of studies, the school canteen are old favorites. However, make sure your role cards provide a real reason for communicating — an information gap (e.g. what are the rules of the landlady's house?) or a problem to be solved (e.g. how can the canteen be improved?)

4. Experts

Any expertise in the class can be put to good use in the following way: Stage 1:

divide the class into 2 groups (4 or 6 subgroups if necessary.) Get the "expert" (in gardening, cooking, or third world policy) to train the other members of his group with the basic knowledge they need to be other experts; Stage 2: regroup the learners in pairs from different groups. In turn they roleplay an expert and journalist interview on two different subjects.

5. Eye-Witness Accounts

Every day the local press is full of photographs of unusual happenings. For the Cambridge exams learners are asked questions about photographs. A much livelier way of getting them involved in this activity is to ask them to be an eye witness and relate the event to the police, their family, their friends. etc.

6. Cartoon Strips

These often evoke everyday situations extremely vividly and help to stimulate learners' imaginations; cartoons that have appeared in the British press such as those of Brétecher and Posy Simmonds (particularly ones without bubbles) often work well, but many foreign newspapers have their own cartoonists whose work is suitable for showing learners how to develop a roleplay situation.

7. News and Newspapers

Many teachers use newspaper articles as reading texts. Rather than plodding through these articles explaining vocabulary, try dividing the information up onto several different role cards. Provide a plausible situation and let the learners find out the whole story by communicating among themselves. For example, news articles on local problems lend themselves to local council decisions on community affairs.

E.T.A.I. Workshop: THE IMPORTANCE OF THE ORAL SIDE OF TEACHING ENGLISH

conducted by: *Lynn Gamady and Lena Benjamin*

The syllabus states that English should be taught orally before introducing reading and writing. This is not always the case and this is probably because the material available on the market, more often than not, presents the alphabet and introduces the reading and writing, right from the start. We based our workshop on this, and in order to illustrate this belief, we actually tried to simulate the feeling the pupils must surely have, to the teachers themselves.

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We did this by presenting the Hindu alphabet on a large poster. When faced with the prospect of having to perhaps actually *remember* such a thing, the teachers were horrified. We then proceeded to teach sentences, e.g. "What's your name?" and various replies, as well as several cognates. Here the teachers relaxed and felt less threatened.

The rest of the workshop: songs and jazz chants in English were introduced and different methods of using them, for introduction, re-inforcement, practice, making English fun while learning, listening comprehension and other oral uses were demonstrated. The use of such material for writing purposes was also demonstrated.

E.T.A.I. Conference Workshop: "LAW AND JUSTICE"

conducted by *Sarah Shaltiel*, Rehovot.

The theme of the workshop was "Taking the Law Into Your Own Hands" and consisted of a simulation/roleplay of the New York Subway Vigilante trial, based on authentic news items and editorial commentary published in *Time*, *Newsweek* and *The Herald Tribune*. Other sections of this unit, not dealt with in the workshop, concern Imprisonment, the Death Penalty and Human Rights. The whole study unit concerns teaching English in the context of education for values, which is one of the declared purposes of teaching English in the Israel school system.

Panel: DYSLEXIA

This meeting followed three sessions on the subject of Dyslexia which were given by Dr. Chasty and Mrs. Peer. Therefore the panel mainly dealt with practical issues as to future plans for the education of the dyslexic population in this country.

Mr. Gefen confirmed his continued support of this subject, and applauded the awareness on the part of the English teachers in Israel. He noted the need for education of teachers... people who are able to recognize the problem in the classroom; teachers who are able to give the correct help at the right time on a daily basis and to know to whom to send for professional help when the case warrants it. He announced the appointment of Mrs. Peer as national Counsellor for Dyslexia in English and also her position as English specialist and tester at the Nitzan Center in Tel Aviv. He added his sorrow that no more hours are available for such a mammoth task!

Dr. Chasty was impressed by the concern and interest in the problem in this country — particularly in the foresight of Mr. Gefen whom he sees as the Administrative head of this project. (Dr. Chasty's knowledge and deep concern for the subject added a great deal to the conference.)

Mrs. Peer offered her services as National Counsellor on Mondays all over the country and announced that there would be study days throughout the year. She also announced the opening of two teachers' training courses (Haifa and Givatayim) and hopes to open Parents' Support groups all over the country which she sees as vital in the total care of the Dyslexic child.

She thanked Dr. Michael Murphy of the British Council, for his offer of the use of his offices for a bi-annual newsletter.

E.T.A.I. Workshop: CAPITALIZING ON STUDENTS' INPUT

conducted by: *Tamar Feuerstein, Miriam Schcolnik*

At these presentations, we discussed one essential pedagogical aspect of a new series of textbooks for Junior High School, *The Junior Files**.

Our basic assumption in the series is that students should be respected and given an opportunity to use language in intelligent and relevant interaction and that contrived use of language in artificially dictated situations should be avoided. The series is therefore based on the principle that students deserve an opportunity

- to think
- to provide factual information that stems from their world of knowledge.
- to express their personal opinions and to disagree with other people's.
- to choose among equally valid alternatives.
- to say: "I don't know" or, or in some cases, "I don't care to know".
- not to manipulate irrelevant information or memorize trivia.
- not to answer mechanically.

Grammatical structures and lexical items should be learnt and practiced in meaningful discourse which allows the individual students to tell the truth and ask about the truth, i.e. the language learned should be at the service of the learner's need to use language in natural situations and for real reasons. The practice of linguistic functions such as praising, criticizing, suggesting, agreeing or disagreeing should always follow a thinking process in which the student decides which real situation s/he would like to apply those functions to.

No facts and opinions should be assumed about the learner and her/his environment, as this practice leads pupils to the production of "unreal", unauthentic discourse with little or no truth value (e.g. "I have three sisters and a dog", even when the student doesn't). Factual information should, as often as possible, be supplied by the learner, either from her/his own world knowledge or from sources of information s/he chooses to use. This feature enhances personal involvement and motivation, varied learning experiences and a wider range of topics.

Learners are knowledgeable and interested in being challenged. Therefore, they can be expected to process information and make logical decisions, rather than mechanically respond to meaningless language tasks. Moreover, in real life there is usually more than one acceptable answer to any one question. Different opinions and interpretations should be allowed and even encouraged in the EFL classroom as well.

In this approach the learner is at the center of the teaching/learning process. The activities in the EFL classroom then relate to the learner's intellectual awareness, by challenging her/his cognitive and creative ability.

In sum, when students' input is used as the basis for all types of language learning activities, the learning situation becomes more meaningful and authentic.

E.T.A.I. Workshop: TEACHING BEGINNERS TO LEARN INDEPENDENTLY THROUGH CASSETTES

conducted by *Ada Fuchs*

It is of great importance that pupils learn as early as possible to study independently. I found that an excellent way of motivating children is through cassettes. Let us deal with the first year of English studies in school.

If the children begin English in Grade 4, tell them about 2 or 3 weeks before the end of Grade 3 to buy the textbook with its cassette. Go into the classroom 2 or 3 times (with the permission of the class teacher) and play the cassette for the pupils. Tell them how to use the cassette, saying that you expect them to listen carefully during the summer vacation. From my own experience I know that if you trust the children they will respond. Through this activity they will get a feeling for the sound of the language.

When we come to the first lesson, pupils are so excited, as they have a wonderful feeling of knowing so much right at the beginning. Now the teacher's job is to maintain that wonderful feeling throughout the year. Since our aim is practical communication in English, the emphasis should be on spoken English. By listening to the tape together with the textbook the children will practise the new vocabulary according to the different topics. The pictures in the book will help them to understand the context in an easy and interesting way. After each lesson encourage the pupils to listen to the cassette at home; very often they practise with a friend.

The following lesson the teacher listens to the pupils who recite and sing whatever they wish from what they have studied at home on the tape. The children vie with one another to have the right to recite or sing. Very often pupils record themselves on empty tapes after listening to the original. The teacher takes their tapes home to listen to and make comments — much to the pupils' delight. The teacher can tell the pupils that each one will have a turn during the following lesson. The children realize that the teacher is interested in every individual. Many times the better pupils will listen ahead and then by their recitation will themselves introduce the new topic. As a result, the standard of the whole class is raised.

Many teachers ask me how I begin teaching reading. As you have seen from the above, even before the beginning of grade 4, during the vacation, the pupils looked at the book while listening to the tape. In this way they are exposed to the different sounds. This is reading readiness.

We are now able to play many games:

3 or 4 pupils stand in front of the class; behind his back each one holds a picture beginning with a certain sound. The pupils ask them questions:
Do you have...? (Let's say the sound is 's' -) a sandwich, a salad, a sofa, sandals, the sun?
The answer at this stage is "yes" or "no". Later on the answer is "Yes, I have." "No, I don't have."

The whole class is united through the oral work in which everyone participates. When we get to the reading material, pupils are encouraged to read at their own pace, after reading together with the teacher. The teacher moves around the classroom listening to pupils and guiding them. To make a break in the activity and to bring the class together again, the cassette should be played in class.

Work by pupils at their own level, usually in pairs, encourages the more advanced pupils, while giving an opportunity to help the slow learners (and how they appreciate it!)

E.T.A.I. Conference: **HOW TO SURVIVE AS AN ENGLISH TEACHER (AND LIVE TO TELL ABOUT IT...)**

by *Miriam Kishon*

Unlike the rare charismatic teacher, who does not have discipline problems, most of us, regular English teachers, have to maintain an acceptable level of discipline in class. Discipline problems may originate from too difficult or boring material, lack of learning habits, the need for individual attention, and disturbing technical conditions.

When English is being taught to children, one must remember that children may be gifted or slow in absorbing study-material. Objective physical problems may interfere. The family background and the environment may affect the studying capacity of the child. Similarly, the performance and attitude of the classmates have their independent effect. The teacher's personal characteristics (being the authoritarian, the democratic or the permissive type) will have its own impact on the motivation of the child. Finally, both technical conditions in the class and the subject which is taught may affect the child.

It is important for the children to realize that although the act of studying deprives them of their absolute freedom, rules and commitments prevail in our society so that freedom can be enjoyed later. Similarly, going to school should be considered as a wonderful right and not a duty. In the past, education was reserved for the rich only and the present situation of "education for all" should be considered as a remarkable social achievement.

Teaching English requires a set of rules which should equally apply to the teacher as well as to the pupils. The code of behaviour depends on the level and age of the learners, school requirements, and the personality of the participants.

A set of twelve basic rules was prepared by pupils and their teacher and was discussed in the workshop. The participation of pupils in this process ensures group responsibility. The code should be equally applied to all pupils who should be reminded that prevention of problems is the ultimate goal. The responsibilities and the duties of the pupils should be clearly defined to avoid misunderstandings.

Finally, a paper was also presented to the workshop, containing some "survival tips" regarding the teacher's appearance, preparations, attitude towards the pupils, the creation of motivation, and the general behaviour in the class.

E.T.A.I. Conference: COPING WITH DIFFICULTIES IN THE HETEROGENEOUS CLASS

conducted by *Pnina Linder*

We began with a simple task to help us gauge our attitudes and project problems that we envisage when we are called upon to teach classes of mixed ability. Groups of three discussed their feelings and reported to the class. The general tone was that such situations (and they exist in most schools) present serious problems and cause discomfort to the teacher.

Accepting these feelings, we presented the thesis that the difficulty lay not necessarily in heterogeneity and in the fear of greater teacher load but in resistance to change and hesitation to risk change on the part of the teacher along with the conventional "school conditioning" and expectations on the part of the learners as to their roles.

I suggested a number of principles that guided me in work with such classes:

1. Every group is heterogeneous. Pupils do differ from each other not only in level of achievement or ability, but in learning styles and preferences, personality, pace of learning, attitudes, motivation etc. Heterogeneity is a fact whenever groups are formed. It is difficult to perceive of a truly homogeneous group.
2. Therefore, learners in a group should not necessarily be required to perform the same learning tasks and at the same time.
3. Meaningful learning can occur in different ways and via different routes.
4. Heterogeneity need not be regarded as a liability. It can indeed be seen as an asset, as a source of enriching the learning environment.
5. The teacher's attitude is central in setting the scene for the acceptance of differences.
6. Coping with differences through materials and tasks does not necessarily mean extra teacher effort. It is the pupil who is to do the learning (along with the teacher.) Therefore much of the "doing" should be in his hands.

We then proceeded via two central focuses to relate the above guidelines to some existing, accepted classroom procedures, examining and adapting aspects of conventional classroom techniques and demonstrating more flexible applications of them. This was the first focus. The second focus looked at means of sensitizing the learner (and teacher) towards accepting the role of active learners.

Focus 1: Some standard classroom activities...adapting to differences

a. The extensive reading program... encouraging individual choice of reader (from school library or other sources available), not a set class reader...

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each according to his level, choice of genre, etc. Using some class time to promote individual reading program and for follow-up reports.

b. Pupil preparation of some of the classroom materials, i.e. preparing questions for review (which can then be incorporated into class review test), pupils prepare dictations and dictate to each other, pupils review reading passage and prepare Cloze exercises by deleting and handing to peer to solve, then check together.

c. Setting homework assignments with variations and choice. The review and checking can then become a more genuine sharing of information.

d. Application of style developed long ago in grammar exercise books (e.g. Stannard Allen — Living English Structure) wherein the same grammatical topic appears on three levels of sophistication and difficulty.

e. Reading groups. Those who can cope with initial reading of new material proceed on their own and with additional tasks appended. Those who have difficulty group around the teachers for the first reading of the text. Then the whole class will have a common base for more detailed work on the passage.

   There are also different adaptations and levels of simplification of some of the stories often read in class. Pupils can be given the different versions according to their abilities to cope, thereby establishing the means for them to cope and, again, developing a common denominator, albeit a surface knowledge of the story, for later in-depth work as a class.

f. Individual spelling and vocabulary list. Not all pupils have the same errors or know the same words. Not all "new" words are new for all. They prepare their personal lists, which they review and dictate to each other in pairs.

g. Choice and options of essay topics. These may also be graded according to individual improvement and not by one external norm.

We elicited other possibilities as well. We chose not to delve into some of the newer practices which are very helpful in enhancing learning of different people in the group (i.e. group work, peer teaching, pupil-pupil correction, group grades, individual projects, teaching via topics, etc.). We wished to indicate that even standard practices and with teacher-initiated tasks, there is the possibility of diverse activity.

Focus 2: The Persistence of School "Conditioning"

This is the student's perception of his role as passive recipient and the teacher as the active initiator of learning. This indicates a need for learner training in accepting the role of active learner and towards acceptance of differences in a more cooperative class environment. The importance of guiding the learners toward greater independence, thus freeing the teacher to give support when needed, was emphasized. We developed a list of simple procedures that could be an aid in gradually building such attitudes. Among them were:

1. Teacher sharing thoughts with pupils about any new practices to be undertaken.
2. Introducing individual and pair exercises with self-check keys.
3. Introducing "how-to" skill session... how to read and follow textbook instructions, how to extract information from texts, how to find one's way into a text via table of contents and index, etc.
4. Encouraging group assignments and group solutions.
5. Teacher increasingly open-ended questions and assignments.
6. Teacher encouraging pupil questions, not just for drilling question forms, but for seeking information.
7. Encouraging pupils to suggest openings, endings, categories, other than those presented in text.
8. Developing class metalanguage in English and class routine (how to get into groups, how to distribute materials, and how to gain access to them.)
9. Where feasible, holding individual teacher-pupil feedback sessions and encouraging self-evaluation techniques.

E.T.A.I. Workshop: OPERATION SUCCESS — THE THREE-POINT PUPIL

conducted by *Ditza Verter* and *Sue Kerman*

We called our workshop "Operation Success — the 3-pt. *Pupil*" rather than "Operation Success — the 3-pt. *bagrut exam*" because we felt our focus of reference should be the pupil and his specific problems and needs rather than the exam for which he has to sit. We considered the skills required of the pupil, the problems he has to overcome in order to acquire these skills and then the ways in which to deal with filling the gap that exists between the two. We concentrated mainly on Reading Comprehension, Translation Techniques, Answering Questions and Grammar skills. The main focus was on how to break down these different skills into manageable units that the 3-pt. pupil could deal with.

In Reading Comprehension we dealt mainly with skimming and scanning, discussing in detail how to pass these skills on to weaker pupils, such as ways to focus on fruitful elements in the passage, how to register main ideas, how to pinpoint specific information and to distinguish, for example, between additive connections like lists and cause-and-effect relationships. In dealing with Translations, ways to be most economic about the use of reference material and also techniques for reading as efficiently as possible were mentioned.

With regard to Answering Questions we focused on how to anticipate questions, determining the exact nature of the question, reducing options, extracting information and formulating answers, as well as supplying a rationale for these answers.

As far as grammar is concerned, we presented a Structuralist approach for reviewing the skills that the pupils have only partially absorbed in the lower grades, the idea being that a somewhat different angle might give the pupil the confidence to grapple with the grammatical structures again.

The main message of the workshop was the need for absolute explicitness when dealing with the skills that the 3-pt pupil is required to know. This as well as breaking down material into bite-sized pieces and continual practice of all the various techniques and strategies should be a fairly good recipe for success for the typical 3-pt. pupil.

(*Editor's Note*: The theme of the above workshop abstract will be further developed by Ditzer Verter and Sue Kerman in an article to be published in a future issue of the JOURNAL).

E.T.A.I. Workshop: GAMES IN LANGUAGE LEARNING

conducted by *Fay Ginzberg and Tehilla Ofer*

AT the early levels of language learning it is important to provide the learner with plenty of opportunity to practise the new language. Practice need not only take the form of exercises and drills; games provide an enjoyable and motivating way to reinforce and practice new material.

Repetition is an important element of language practice. Many games require certain forms and elements to be repeated. Since the language is used to convey information for a specific purpose, it is meaningful to the learners and at the same time they are drilling a particular form or structure.

Games thereby provide contexts in which language becomes both useful and meaningful. Pupils want to take part in the game and in order to do so they must understand what others are saying or what is written, or they must speak in order to play their part in the game.

Most games are highly structured so that the amount of linguistic stimulus and output is controlled and limited, which makes them appropriate for the young learner.

Games often contain a competitive element which motivates and involves pupils; even non-competitive games are fun and motivating if they are challenging enough.

For these reasons we feel that games can make an important contribution to the language learning classroom. WIN ONE is a kit of 33 English games developed by the Centre for Educational Technology. The games deal with and practice the language taught in the first two years of English instruction. The games are designed for individual, pair or small group work.

Games such as Happy Families, Puzzles, Concentration, Lotto, Bingo, Rummy and others are included in the kit.

The games contain boards, cards, instructions for the pupil, and check-yourself or help cards. The kit comes with a comprehensive teacher's guide in which the linguistic objective of each game is clearly stated and information on how to use the kit, prepare and play the games is given.

WIN TWO, a newly published kit of 26 games for 6th-7th grades is also now available.

E.T.A.I. Workshop: **SKILLS AND STRATEGIES IN READING COMPREHENSION**

conducted by *Fay Ginzberg and Tehilla Ofer*

The new English curriculum states that "Reading Comprehension is the most important skill to be taught in school." In the past decade the teaching of reading comprehension has gained a great deal of attention by researchers, curriculum developers and teachers in general.

In the past, the emphasis has been put on the product of reading-understanding the text in order to provide the "correct answer". It was assumed that the text was a series of sentences and that in order to understand the text it was necessary to deal only with the structure and meaning of the individual sentences.

Today, theories of reading comprehension focus on the structure of the overall text, relations within the text and also on the mental processes that the reader invokes when reading. Research has identified some of the strategies and skills that the reader employs in order to efficiently extract information and meaning from the text. Some of these are: identifying the main point or important information in a text, scanning to locate specific information, deducing the meaning of unfamiliar lexical items, understanding information when not explicitly stated, understanding relations between parts of the text through cohesion devices, etc.

The English team at the Centre for Educational Technology has developed the FOCUS series, which consists of five students' booklets and aims to provide guided practice in English for reading comprehension skills. The series is suitable for students in junior high and high schools, depending on their level of English. The series is intended to supplement and reinforce the teaching of reading comprehension at those levels. Each booklet in the series focuses on a specific reading comprehension skill and provides a variety of activities that help students develop the skill that is dealt with.

Each booklet in the FOCUS series comes with its own teacher's guide, which provides detailed explanations of relevant teaching points, as well as suggestions for implementation in the classroom.

The booklets in the series are: *Look for Yourself* — reading details in texts; *What's the Point?* — getting the main ideas of texts; *Time After Time* — understanding sequence in texts; *Tie it Together* — drawing inferences from texts; and *Use the Clues* — using contextual clues in texts.

E.T.A.I. Workshop: **ENJOYING RHYTHM AND RHYME**

conducted by: *David Schaal*

Rhymes and poems can be refreshing for teachers and pupils.

Introducing New Grammatical Structures. Pupils get enjoyable associations with a specific structure. They are encouraged to detect the form and meaning of the structure by themselves.

Reinforcing Learned Structures. Internalization. Memorizing easy poems (or parts of them) which contain learned structures and new words, but also suitable poems having literary value. Such poems can have great educational value, too. Especially when remembered later in life.

"Spicing" Textbook Material by stressing and making relevant problems in textbook stories.

Special Occasions, from the trivial classroom situation to holidays and memorial days. Part of the material mentioned was given in a handout to the participants, among them poems suitable at different levels — for Rosh Hashana and Yom Kippur, Tu Bishvat, Pessah, Holocaust Day, and Memorial Day.

Only teachers who enjoy rhythm and rhyme will transfer their enthusiasm to their pupils. Those teachers are encouraged to develop their own collection of rhymes and poems. This should include also useful material written in English by Israelis.

(*Editor's Note:* A selection of the poems read at this workshop will be published in a future issue of the JOURNAL).

E.T.A.I. Workshop: **TEACHING VOCABULARY AWARENESS IN READING COMPREHENSION**

conducted by: *Susan Holzman*, Beth Berl College and Bar-Ilan University

It might seem that vocabulary is not such a serious problem in reading comprehension. Our students have a context — and we have taught them to guess the meaning through context. We have taught them roots and affixes to help them figure out the definitions of unknown words. As a last resort, they have dictionaries available to them to be really 100% sure of the meaning of a particular word. Nevertheless, with all these strategies and aids available to them, students do not succeed in understanding the vocabulary in texts.

An experiment conducted by Marsha Bensussan and Batia Laufer (1984) partially explains the problem. They gave students a list of 70 words to translate. A week later they gave the same task to the same students together with a text which contained all of the words on the list. Results showed that content helped lexical guessing in only 13% of the responses for only 24 of the words. For the most part, the words had been guessed on the basis of preconceived notions.

I conducted an experiment in which I presented students with a text which had 20 underlined words. They were instructed to read through the text once (no dictionaries) and then translate the underlined words. They were asked to write their translations in one of two columns; one was marked "known meaning" (פשוש) while the other was marked "guessed meaning" (נחרש). They also had the option of checking a column marked "dont know" (לא יודע) indicating that they didn't want to guess. I predicted that 10 of the 20 words were likely to be unknown and difficult to guess from context, whereas the other 10 would be familiar. As predicted, students didn't know the meanings of "morbid" and "vague" and checked the "don't know" column. More interesting, however is the fact that 50% of the students were *sure* of the meanings of "yet", "account", and "fashion" and gave wrong translations. They were convinced that they *knew* the meanings of "indifference", "common", "few", "since" and "determining", and yet they gave wrong definitions.

The techniques we teach our students are *not* adequate to handle these problems. Our students quite often don't use the context: rather they create it or twist it to fit their preconceived notions of the meaning of words. Roots and affixes quite often mislead rather than help (e.g. "indifference"). Finally, our students won't consult a dictionary because they are convinced (wrongly) that they know the definitions of the words in the text.

I suggest that an *additional* approach to vocabulary teaching for reading comprehension is necessitated by these facts. Before outlining this approach, the importance of using authentic texts should be noted. Simplified texts destroy the natural frequency of words; they only delay the shock that must occur when our students come face to face with texts in the real world of reading. Gairns and Redman (1986) discuss the problems of using authentic texts. They are too long, the vocabulary is random, and there are no exercises. Texts should be selected keeping these problems in mind. Care should be taken to choose shorter texts or parts of texts, texts that don't have a great deal of specialized or "text-specific" vocabulary, and finally, the teacher should make up his/her own vocabulary exercises.

The object of these exercises is not to have the students add another ten words to his/her active or passive vocabulary. Rather, their aim is to give students cognitive awareness of the complexity of word meaning. I would like to prevent my students from locking into a definition and then basing their hypotheses about the content on that definition. I would like them to try out one meaning and if that doesn't work, to try out another, different meaning. If that doesn't work, I would like them to go to their dictionaries, knowing that the English language holds many unexpected surprises. (Try *Shamir succeeded Peres.*", for example).

Following are a number of suggestions to encourage vocabulary conscious-raising. Most of them are pre-reading activities. While preparing the text, search carefully for potential troublemakers and base your exercises on the vocabulary items that each particular text offers to you.

1. Look for words that can be used as both nouns and verbs, sometimes with similar meanings ("*name*"), and sometimes with very different meanings ("*record*"). List them on the board and ask the students to write or say sentences with the word used in both ways. (e.g. "*Her name is Mary; She couldn't name the capital of New York.*") Then give the students the line reference in the text and have them identify the function in this particular text. Finally, discuss the meaning of the content.
2. Locate words that seem familiar, but have unexpected meanings ("*successor, considerable, engage in*"). List the words on the board and ask the students to say what words they bring to mind. They should then write sentences with the words they know. The teacher should then explain the meanings of the new vocabulary items and these words should be located in the text. Finally, read the text and discuss the meanings of these new words.
3. List the expressions or words that have been "created" by the author ("*sports-lovers*"). After locating them in the text, try to figure out their meanings. Discuss the use of affixes and morphemes, nouns used as adjectives, verb forms used as adjectives, etc. Practice on specific examples from the text will prepare the reader to cope in new situations.

4 Find words that have more than one meaning (homophones and homographs). Make up sentences (or use dictionary examples) to express each of the meanings:

Down: *Down the years, I have worked very hard.*
It gets cold after the sun goes down.

As homework (without a text) have the students read all the sentences and check the dictionary when they are not sure of the meanings. The following day, give the students the text with the line references for the words with two meanings. After locating the sentences with these words, a quick reading should enable them to choose the homework sentence with the meaning that matches the text sentence.

I would not suggest that all of these exercises be done with every text. However, some exercises involving vocabulary consciousness-raising should be done with every text. It should be done on a regular basis, in addition to all the other things that we do with texts: vocabulary for active acquisition, comprehension questions, and speaking and writing activities. By making our students cognitively aware of word meaning, we are giving our students a skill that will enable them to participate fully in the integrative reading process which distinguishes the fluent reader.

(*Editor's Note*: Shortage of space prevents us from printing the actual text from which the above examples were chosen).

E.T.A.I. Workshop: **THEIR VERY FIRST ENGLISH LESSON**

conducted by Pamela Halperin, Beth Hakerem Primary School

On my very first day at school, before I entered the classroom, I was approached by two little girls who, in English, asked me the following: "Are you the new English teacher?" I answered in the affirmative and one then continued: "my friend and I have been learning English for three years and we were wondering if we'd be learning the passive voice this year." Amazed at their competence, I replied politely that if we got through basic reading, writing, songs and dialogues, then I'd be very happy. HELP! thought *this* English teacher — so how *do* I go into their first English lesson with "those that already know" and "those that don't" and ensure that the latter group will enjoy their first English lesson and not feel "ashamed" about not having been to private lessons? Friend Benny came to the rescue! Benny is a biggish, cuddlyish Teddy Bear

— a "dover ivrit" and a little "shovav". He accompanied me into the classroom (hidden inside a large shopping bag), together with a load of props. The pupils' first English lesson was in fact presented entirely in Hebrew!

I commenced by announcing that, with the children's permission, I would like them to meet my friend Benny. He too had recently had his first Engish lesson and he had been so nervous and shy that he hadn't wanted to go to school that day (appreciative giggles from the "don't knows" in the class). And then, the "Grand Cognate Story" began: Benny's mother (me) opened the door to a friendly neighbour (also me), who wanted to wish him good luck. On hearing that Benny was so nervous, she suggested that Benny "learn" a few words before the English lesson (greeting of "hi" and "bye" were used). Benny's mother paused, then suddenly realized that "hi" and "bye" were not Hebrew words at all — so maybe she could "find" a few more "Hebrew" (i.e. English) words for Benny to learn.

Thereafter, Benny's mother decided to "show" things *in English* that he could learn and then go to his English lesson feeling good. The words in the story were: *In Benny's bedroom* (as he got undressed/dressed) — pyjamas, jeans, sweater, jacket, sandals, radio, telephone; *in the kitchen* (as he chose his breakfast) — coffee, tea, lemon, cornflakes, toast, margarine, chocolate, sardines, sandwich, avocado, tuna, banana, melon; *during the walk to school* (talking about his favourite lunch and a little gift) — chips, hotdog, salad, balloon. By the end of the "story", Benny was really excited about his English lesson, at which the English teacher asked if anyone knew a word or two in English. At this stage Benny was only too happy to "show off" and he (together with my pupils) pointed to and said together in nicely-pronounced English all 28 cognates!! The purpose of the Cognate Story is to win over the "don't knows" in their very first English lesson, who no longer feel quite so inhibited about learning a foreign language, to become part of the "in" group of "In this class we *all* know something in English!"

E.T.A.I. Workshop: **TAPES FOR THE LESS-ABLE STUDENT**

conducted by: *Rachel Saperstein*

The use of tapes for practicing English has generally been limited to the confines of the language laboratory. Now tapes are available to be used in the home of each student. Today the home-practice tape can be an integral part of the coursework.

I used my first book, I AM A TEENAGER, as an example of how tapes are suitable for home exercises for the less-able 9th grade student. My tape includes songs, listening comprehension, language exercises and dialogue. The student interacts with the teacher on the tape and gets immediate feedback of the correct answers.

This book/tape combination is the first in a four-book series. TEENS WORK IT OUT, second in the series, is for the weak 7th and 8th graders. Another highly successful book/tape combination mentioned in my lecture was LISTENING CAN BE FUN by Judy Dobkins, produced by "Interaction" in Ashkelon.

Teachers at the two sessions were encouraged to allow their students this "new" experience of using tapes for home practice.

Panel Discussion: TEACHER BURN-OUT

conducted by *Babette Kaplan*

This subject was first brought up at the E.T.A.I. International Conference in July 1988. The panel at this 1989 conference was chaired by Adeerah Meyers and composed of Ephraim Weintroub, Hebrew University, Irma Goodman and Babette Kaplan, both from Bet Berl College. All agreed that "burn-out" was a problem and very often teachers were unaware that they were suffering from it. Teachers tend to carry on with a stiff upper lip while their teaching becomes more and more of an effort. It was suggested that as a preventive measure teachers set up support dyads with each other and share equal time listening to each other's problems. Support groups should be encouraged where teachers can unload and be frank and not fear that feelings show weakness in any way. Renewal can come through a variety of interests, hobbies, courses that have nothing to do with the task at hand, or conferences like E.T.A.I. that stimulate and renew motivation. It was suggested that all eggs not be put in one basket; not taking on a heavy load and resting deeply were also recommended.

Report on Mini-Course: LEARNING ENGLISH THROUGH WRITING

conducted by *Batia Lederfein and Margaret Porat*

We presented our course in the workshop fashion in order to demonstrate how process writing is a meaningful, authentic and humanistic way of teaching *each* of the four language skills. The course centred around the five integral components of composing — expressive writing, pre-drafting, attention to meaning, correction techniques, and evaluation — each of which is summarized forthwith:

1. *Expressive Writing* is primarily intended for the writer himself or for intimate acquaintances. It includes both personal and dialogue journal writing, lesson logs, and written response to literature. Cognitive growth in all functions of language is fostered by the opportunity to practice and experiment with skills such as problem-solving, summarizing, focusing and monitoring in a non-threatening environment.
2. *Pre-Drafting Techniques* were classified as (a) "intuitive" (for retrieving information from long-term memory [e.g. free writing]); (b) "empirical" or "exploratory" (for gathering information from outside one's prior knowledge); and (c) "rational" (for examining information through different perspectives in order to generate organizational and conceptual structure). Spanning the gap between expressive and transactional writing, the activities include a progression from highly structured to free use of grammatical forms, as well as various ways of integrating reading, speaking and listening practice into the writing programme. The pre-writing activities are geared to eliciting and planning composition in various rhetorical modes.
3. *Attention to Meaning*: Premising the need for multiple drafting is recognition of the writer's limited capacity to simultaneously concentrate on content and those aspects of mechanical form which are not yet internalized. Having written a tentative draft, the student is shown through oral and written response by both peers and the teacher how to revise the content and structure of his ongoing composition. Attention is progressively shifted from discourse blocks (idea units) through shorter units of meaning (sentences, phrases and words).
4. *Correction* was shown to be a reading rather than a writing activity. A method for diagnosing the types of errors made in order to facilitate their selection for corrective work was demonstrated. Besides advocating drills for automatization of mechanics (grammar, spelling and punctuation), we proposed intensive reading exercises simulating correction of errors in extended discourse.
5. The difference between *formative (ongoing) and summative evaluation* was pointed out, a collaborative rather than judgmental role for teachers (and peers) being advocated. Aspects of reliability and validity of evaluation were discussed, and the limits of norm-referencing in heterogeneous classes (particularly at the junior levels) were illustrated. A method for criterion-referencing based on formative evaluation of individual output over an extended period (portfolio assessment) was proposed.

Note to Participants

1. We are extremely interested in setting up some sort of forum for ongoing feedback for those who have participated in one of our workshops and who

might like to try out this approach. We could possibly arrange mutual visits to schools, or workshops concentrating on particular aspects of teaching the writing process in the light of experience gained during the year. Please feel free to call Batia (053-615724) or Margaret (052-446413) with suggestions or queries.

2. If anyone in the Sharon area is interested in joining a weekly writing group, please contact Batia. This would entail writing at home (on any subject and in any genre) and meeting for supportive mutual response along the lines discussed in the mini-course. Participation would not necessarily be limited to teachers — anyone who could commit him/herself to weekly attendance would be welcome.

THE ROLE OF GRAMMAR GAMES IN THE ENGLISH CLASSROOM

Paper presented by *Anita Ratnowsky* at the E.T.A.I. Spring Conference 1989. The talk was about the reasons for using Grammar Games in the English classroom and the results that can be achieved by doing so. The following games were described, explained and assessed:

Snakes and Ladders	A game for the Perfect Tenses that tests the knowledge of the players. By Mario Rinvolucri.
Monopoly	This game tests the knowledge of the Tenses and Conditions. By Mario Rinvolucri.
Dominoes	A game for building Prefixes and Suffixes. By Mario Rinvolucri.
Sentence Structure Game	Jumbled parts of sentences are made into meaningful sentences. By Anita Ratnowsky.
RELIT Irregular Verb Game	This game teaches the irregular verbs as you play, and at the same time drills many grammar forms as well as phrasal verbs. By Anita Ratnowsky.

All the games that were demonstrated were competitive group games, and therefore had a motivating effect.

E.T.A.I. Workshop: **TEACHING ENGLISH IN A WEAK CLASS (MASMAM) — "ON THE ROAD"**

conducted by *Segulla Ghosalkar*

Many pupils are put in very low level grades because of their limited knowledge of English, even though they are generally quite intelligent. There are not any proper books for this group of pupils. We cannot use children's books from abroad, because our pupils are aged 14 or 15. They feel insulted. So I tried to look for something interesting. My colleague Miriam and I decided on a special project for this class, with a lot of oral communicative work (with pupils learning dialogues by heart, and each pupil with his own cassette player), but based our course on the Structural Reader "On the Road", since without a book pupils feel lost. Every assignment, including dialogues prepared in class together and written down in their notebooks, gave them credits. Writing gives these pupils a feeling of accomplishment as well as relaxation. The aims were:

1. To enable these pupils to acquire a very basic receptive command of English.
2. To enable these pupils to use a very minimal communicative repertoire of English in everyday situations.
3. To improve the self-image of these pupils by giving them the feeling of accomplishment.
4. To give these pupils an experience of success in learning — i.e. English would no longer be an impossible and frustrating subject in which they were doomed to failure.
5. To broaden their cultural horizons.
6. To encourage learning dialogues by heart in order to memorize the structures.
7. To teach a very small portion at a time, with constant review, because of the small span of retention.

TESTING COMMUNICATION: EVALUATING COMPETENCE AND PERFORMANCE IN THE FOREIGN LANGAUGE CLASSROOM (Part 2)

by *Elana Shohamy*, Tel Aviv University

(*Editor's Note*: Part I of this paper was published in the "ENGLISH TEACHERS' JOURNAL, No. 39, August 1989; the paper was presented at the Special Conference on Implementing the New Syllabus, December 1988)

Testing Communication

I will begin with my view of testing communication. For me, testing communication means simply "more of the same", i.e. the same authentic, real-life, functional-meaningful situations and tasks which are being taught should be used in tests as well, except that in the testing process the test-takers also obtain an assessment of the performance, which is recorded. Since communication is a very complex construct which involves an endless number of tangent variables and it is difficult to think of all the variables which go into it, there are a number of precautions that a tester needs to keep in mind when s/he assesses the communication of the test-takers. It is interesting to note that in the new syllabus, only grammar and lexicon are clearly defined and the aspects which deal with the other components of communication are only mentioned but not detailed. I would therefore like to mention a few findings that we have about testing communication, which I believe can help testers construct more valid communicative tests.

1. The first issue is that of the relevance of the CONTEXT in testing communication. The communicative testing tasks must always be presented along with ample information about the CONTEXT where the language is to be produced or comprehended. Thus, there is a need to provide the test-taker with contextual information about the task, i.e. information about the addressee, the setting, the formality level, the motivation for using the language, the location, status, etc. — since all these variables affect the type of language that is produced.

The Test's Content Affects the Score

2. In terms of the CONTENT that a language test should consist of, a number of studies in a variety of language skills showed that there is an effect of the type of text and the type of task on test-takers' scores on tests. In testing reading comprehension

(RC) Olin (1988) and Gordon (1987) showed that the "text" significantly affected the scores that test-takers obtained on RC tests. This means that the most important factor in determining the success of test takers on RC tests is the text used in the test, so that if a test-taker succeeds on a RC test which contains one type of text, there is no guarantee that he or she will succeed on a RC test which contains a different type of text, and similarily a person who does not succeed on a RC test which contains one type of text might have succeeded had the text been different. The implication of this is that a RC test needs to include a number of texts which are each based on a variety of topics, contents, genres, registers and formality levels. Likewise, in listening comprehension (LC), Inbar (1988) found that test-takers' scores on LC tests are affected by the genre in which the test stimuli are presented. Scores obtained when the stimulus was a news broadcast were significantly lower than those obtained when the stimulus was a lecturette, and these were higher than those obtained when the stimulus was an informal conversation. Thus, a test-taker may be good in comprehending conversations but not good in comprehending a news broadcast, even when it includes exactly the same information. The implication is not only that LC tests need to include a variety of oral stimuli, but that these stimuli must include aural texts which represent a spectrum of genres.

In testing speaking and writing, there are no texts, but TASKS; research results in this area also indicate that there is a need to include a variety of tasks in these tests. The results from the research on the new oral Bagrut tests lead us to recommend that oral proficiency tests should consist of a variety of tasks in order to obtain valid assessments of speaking proficiency.

A similar finding was obtained in the testing of writing (Nevo, 1986) where the type of task (formal, academic, creative, etc.) was found to affect students' scores in writing tests. Thus, here too, the implications are that a valid assessment of writing proficiency requires of test-takers to write on a number of varied tasks representing a variety of genres, such as letters, notes, summaries, essays, etc.

The Test-Taker Should Have Something to Say/Write

3. In communicative tests the content, or WHAT we say, plays an important role. It is therefore important that the test-taker will have something to say. My suggestions therefore in this area are that the tester should provide test-takers with background information about the content of the text which he or she is about to listen to, to announce the test questions before listening to the text so students will know what to focus on while listening. In testing writing, there is a need to supply test-takers with information on WHAT to write about; likewise in the area of reading comprehension, and speaking. The purpose of the language test is not to tap knowledge of the topic but rather to examine HOW the test-takers can write, speak or comprehend in the second language, once they know what

to write or speak about and once they have enough background about the material they are going to read or listen to. It can even be recommended that when there are "end-of-high-school final tests", for example, the topic can be announced in advance, and the tasks and text on the test will focus around that topic, possibly also in other school subjects, such as mother-tongue Hebrew composition. Thus it will be possible to find out how a person uses language, in a variety of genres, in a variety of skills, and the whole element of "I have nothing to say", or "nothing to write about", or, "I don't know anything about that topic" will not become a factor that affects the test-takers' scores on language tests.

In reading comprehension, it is recommended to supply test-takers with a synopsis or an abstract of the text. In real-life situations, we rarely read or listen to things we know nothing about.

4. Another suggestion is in the area of method of testing and the need to utilize a variety of different methods for different learners. For example, for low-level students it is probably better to use questions presented in the mother-tongue and in a multiple choice format, while for higher level students it is preferable to use open-ended questions in the foreign language or cloze.

5. The next question relates to the type of test question and the type of information tapped WITHIN a given method. Here we find studies which indicate that there is a difference between questions which tap global/general information and those tapping local information. Global questions focus on general information and the local ones tap micro information in the text. While both types of questions are essential components of comprehension, both the Inbar study and the Gordon study found that high-level students were able to answer both global and local questions, while low-level students were able to answer only the local questions. The implications of this finding on the choice of questions in comprehension tests are that local questions per se are not indicative of comprehension and that both types of questions, local and global, must be included in language tests and that global questions represent a higher level of comprehension. The use of trivial questions, which tap irrelevant information, is not indicative of any aspect of comprehension and should be avoided.

However, it is important to note here that the type of question is also dependent on the specific context in which it is presented. Thus, whether something is relevant or not depends also on whether the text is read in preparation for giving a lecture, or writing a paper, for reporting about it to someone who knows something about the topic as opposed to reporting about it to someone who knows nothng about it. In designing test questions in a communicative syllabus, it is therefore necessary to define in very exact terms the situation in which the text will be read or listened to or spoken or written: in other words, what type of information is indicative of comprehension in a given context and in a given situation. Thus, it is suggested to combine the type of method with the type of question. Consequently, when there is a need to examine whether a test-taker has understood words in context, perhaps a cloze is a good procedure; when there is a need to find out whether he is able to distinguish between relevant and irrelevant information, perhaps the multiple choice procedure is the appropriate one; when the tester wants to examine whether the test-taker is able to summarize the text so as to obtain information about comprehension, then pehaps an open-ended essay type of question where the test-taker is required to answer in the mother-tongue is appropriate; when there is a need to obtain a writing sample at the same time, perhaps an open-ended task where the test taker is required to summarize in the foreign language is the preferable method. In situations where there is a need to examine whether the test-taker is able to construct hypotheses about the text, then a true/false procedure may be the best; when there is a need to find out whether the test-taker can make predictions about the text, perhaps completion is the appropriate procedure, and so on.

In summary, it is recommended that the testing method and test questions should be determined according to the specific context in which the comprehension is likely to take place.

Success/Failure in a Test Does Not Always Indicate Knowledge/Ignorance

5. In the area of the test-taking process, studies by Grotjahn (1987), Fillmore (1981) and Gordon (1987) show that the test-taker's behavior in a test is not always related to behavior in non-testing situations. For example, in the Gordon study, interviews were conducted while test-takers were involved in doing reading comprehension tests using a variety of test methods. Of the many strategies which were identified in that study, the most interesting ones were: correct responses to test questions do not point to good comprehension in the same way that incorrect responses to questions are not always indicative of not comprehending. Wrong answers are often a result of inability to comprehend the test *question*, or the *alternatives* in multiple choice questions, and may have nothing to do with the comprehension of the text which is being tested. In open-ended questions there are usually a number of correct answers, and there is often no agreement between the test-taker and the tester as to what the right answer is. Also, it was found that test-takers usually do not read the texts, but interact with the test questions. These test questions often provide clues for understanding the text, but at other times confuse the test-taker. Too often, it was noticed that test-takers do arrive at the correct answers, but once they have read the question the distractors throw them off, and the test-takers change their minds and give the wrong answer. On the other hand, it also happens that the test-taker does not understand the text and the question itself provides helpful clues for arriving at the expected answer, especially when the questions and/or the distractors are in the mother tongue. Similar findings

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were found by Fillmore (1981), in reading comprehension in the mother-tongue, by Grotjahn (1987) and by Cohen (1984). This led Fillmore to wonder whether RC tests even tap REAL reading. In his study he showed that reading in tests is an entirely different process than real reading.

This is a pessimistic conclusion regarding the validity of language tests. The only implications of such results for testing are that we do not really know what tests really measure and that decision-makers should not be confident that the results obtained from formal tests and the decisions which are made on these results are valid. There is a need for on-going investigations, using both quantitative and qualitative procedures to prove the validity of such tests.

Research in Classroom Testing

There is hardly any research about the specific context of classroom testing; it is recommended therefore that both researchers and practitioners carry out research on a variety of aspects in this area. Many questions need to be addressed in this area of classroom testing context, and we will mention here just a few:

One area of research can be directed towards appropriate procedures for test analysis. Testers have been claiming that teachers need to utilize a variety of psychometric criteria in the classroom, such as the reliability and validity of tests. However, testers did not investigate whether the same psychometric criteria which are used in external tests are really necessary and relevant to the classroom context. For example, one wonders whether it is necessary and important to compute Cronbach alpha reliability in classroom tests, when a teacher administers a large number of tests and has a much broader sample of tests to base the evaluation on than in non-classroom testing. It is proposed here to conduct research as to the most relevant psychometric procedures for the classroom testing context and not just to extend procedures which were developed for different testing contexts. Item analysis may be such a relevant psychometric data which could be used efficiently by the classroom teacher, because the identification of problematic questions and items can provide teachers and students with information about the source of the problem, and for strategies which could be used for change. Information obtained on classroom tests can then be followed with more in-depth information where test-takers are interviewed, are encouraged to explain why they reached certain answers, and thus assure that conclusions are based on data that have been verified.

Another area of research in classroom testing should be directed towards each of the components of diagnosis, repair and feedback. In the area of diagnosis, for example, research should be carried out about effective types of feedback. In the area of teaching writing, which is viewed currently as a process involving writing of drafts, then engaging in revision based on feedback, more revisions, more feedback, etc., etc., it is important to examine effective ways for assessing process variables, such as the progress that students attain from one draft to the next, or how effective students are in utilizing feedback and how it affects improvement. Zamel (1987), for example, examined the kind of feedback, or responses, teachers provide to students' writing. Her findings indicated that teachers respond to most writing as if it were a final draft, thus reinforcing an extremely constricted notion of composing. She found that ESL composition teachers are mostly concerned with language-specific errors and problems and that the marks are often confusing, arbitrary and inaccessible. In addition, ESL teachers rarely seem to expect students to revise the text beyond the surface level. She concludes that such responses give students a very limited and limiting notion of writing, for they fail to provide students with the understanding that writing involves producing a text that evolves over time. She recommends that teachers need to develop more appropriate responses for commenting on students' writing; reacting only to accuracy aspects and viewing written samples as final drafts will not contribute to improvement. There is a need therefore to conduct research on the effect of a variety of feedback types on the improvement of learning in a number of language skills.

Related to that is also the need to examine ways for reporting feedback: for example, whether it should be delivered in a detailed and descriptive form or via quantitative and condensed scores.

The Oral Bagrut: A Research Programme

In the case of the introduction of the new oral tests, an investigation on the effect of the new oral tests is currently being conducted. It is directed towards an examination of the effect of the test on the teaching of English in the classroom, of the procedures which test-takers use to prepare for those tests, of the extent to which they affect the teaching of oral language, of the kind of language which is taught in schools in preparation for the tests, of the type of oral language taught and learned, of the issue of whether what is taught is "test language" or "real language", of whether the introduction of a new test is an effective way to create a change, of what happens to the teaching and learning once they are motivated by tests, and of other relevant questions which the participants, the teachers themselves, who are now taking the role of researchers and evaluators, will find important and relevant to investigate.

Instructional and Curricular Validity: Measurement-Driven Instruction

I would like to conclude with a few remarks on the direction of testing in other countries and touch briefly on the relationship between external and classroom testing.

One issue that is getting major attention recently is that of instructional and curricular validity, implying a focus on the use of tests and their relevance in the teaching and learning process. Specifically, it relates to the consideration of the consequences, social, psychological, curricular and educational, of the external tests which are being produced, i.e. what happens to the tests in real life, to the students who take them, to the decisions which are being made based on the results, etc. There is a need to include the tests because of their educational relevance and utility and to involve the users, i.e. teachers, as in the example mentioned above, with the oral Bagrut.

It is interesting to note changes in that direction that are taking place in other places where creating changes in the classroom is becoming a widely-used procedure in a variety of educational systems. In the USA, it is termed MEASUREMENT-DRIVEN INSTRUCTION. In the domain of foreign language learning, it is hoped to increase proficiency in foreign languages via the ACTFL guidelines and the proficiency movement, again an attempt to influence classroom learning via a national test, as in Israel through the Bagrut. I do not agree with this approach and I do not believe that it is possible to improve achievements through control (as is the case with other forms of control — social, political, etc). I believe that there is a need to seek other procedures for upgrading achievement, specifically working together and involving teachers in any change that takes place. I doubt the results of educational systems which are DRIVEN by tests.

Another example of the relationship and influence of external tests on classroom learning is the well-known case of Debhra P. v. Turlington (1981), regarding the legality of Florida's high school graduation test. A U.S. Court of Appeals ruled that such a graduation test must possess content validity. This ruling further specified that an important aspect of the test's content is whether the test content has been taught to the students being tested. The appellate court held that if Florida students were denied diplomas because of a test whose contents they had not been taught, then the use of that test would violate the equal-protection and due-process clauses of the United States Constitution. Thus, tests that did not satisfy the appeal court's conception of content validity could not only be appraised as invalid, but they might even be considered "unconstitutional". This is an example demonstrating the growing role and emphasis of the classroom and the teaching and learning which take place in it, and it puts less emphasis on the influence of tests. It should not be possible to assign an arbitrary test and not be responsible for its consequences. What happens in the classroom becomes the most relevant aspect which stands in court. The direct implication of that is that teachers have an increased responsibility for teaching and testing effectively, since they are the only ones that count.

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THE MARKING GRID.
AN AID FOR TEACHERS AND TESTERS OF THE ORAL ENGLISH BAGRUT TEST

by *Yitzhak Ernest*, English Inspectorate, Jerusalem

An important principle both of teaching and testing is that the pupil should know what is expected of him or her, knowledgewise as well as performancewise. In assessing a pupil's level in any test, but especially in an oral test during which this level is given expression and measured by the short-lived and unrecorded spoken utterance, it is of the utmost importance, if we are to consider this assessment to be objective, reliable and valid, that it be based on exact and explicit criteria which should be known in advance of the test by the pupils, the teacher who is preparing them, and of course, the tester. Furthermore, in a national exam like our Bagrut, these criteria must be accepted and applied uniformly by all testers, otherwise the marks given by different testers are purely subjective — the result of each tester's individual experience with his or her own particular class or school level — and consequently not very meaningful in a standardized national context.

It is with these considerations in mind that I would like to suggest that testers, teachers and pupils alike become acquainted with the following marking grid which is an adaptation of the recently-published "Guide for Teachers and Testers of the Oral Bagrut Examination". By "become acquainted" I meant that it should be used firstly by teachers and pupils in their classwork (in preparation for the oral bagrut) and secondly by testers in the test situation, thereby facilitating and reducing the marking process to the choice and circling of the relevant mark (5, 7.5, etc.,) for each category (fluency or accuracy), while at the same time providing a written record of the marking process. The final mark for each section of the test (interview, monologue, role play, reading programme, group discussion) will be a composite mark rather than the one global assessment which has been given all too often in the past.

Teachers will notice that the graded marking scale is linked to a concise description of the relevant levels of fluency and accuracy which when used conscientiously by testers will "ensure" maximum objectivity and standardization of assessment. I use the term "ensure" knowing full well that two different testers may disagree on what constitutes "simple interaction" as gainst "adequate interaction" or between "adequate" as against "effective" interaction. However, if all testers (and teachers) are, or will become, conversant with the differences between primary, junior high and upper division vocabulary and grammatical structures — conveniently listed in the recent edition of the English Curriculum — there should be no such discrepancy in assessing a pupil's level of accuracy. If used by teachers in class in preparation for the battery of tests which make up the Oral Bagrut, it becomes a tool which will help pupils realize where their shortcomings lie and what is expected of them as far as oral production is concerned, thereby considerably lowering the inevitable anxiety level before the exam as well as giving teachers and pupils valuable feedback after the exam as to their level of achievement in the oral production skill.

Three similar but slightly different grids are presented for use in testing 4 and 5 point pupils (academic or technical trends). The first one is to be used by all pupils for Station One — either Interview + Monologue (for regular 4 or 5 point pupils) — or Interview + Role play (for 5 point pupils doing Group discussion in Station Two). The second one is to be used for Station Two — Role Play + Reading Programme (for 4 or 5 point pupils *not* doing the group discussion alternative). The third one is to be used only by 5 point pupils doing the Group Discussion alternative for Station Two.

Each of the grids calls for the circling of one mark for fluency and one mark for accuracy, which together give a sub-total of 25, for each of two activities, which together give a final mark for each Station out of 50. By adding the final marks of each of the two grids (Stations) we obtain the pupil's final oral grade out of 100.

ORAL BAGRUT TEST IN ENGLISH STATION ONE

Name of School Date

Name of Pupil Name of Tester

THE INTERVIEW

FLUENCY		ACCURACY	
No interaction	0	No production	0
Very difficult interaction	2.5	Poor language - interfering with intelligibility	2.5
Simple interaction only	5	Correct use of primary (non- or erroneous use of secondary) vocabulary & structures	5
Adequate but hesitant interaction	7.5	Correct use of primary & junior high (non- or erroneous use of upper div.) vocab. & structures	7.5
Effective interaction - use of discourse markers	10	Correct use of primary, junior high and upper division vocabulary & structures	10
Full & effortless interaction	12.5	Correct use of idiomatic language	12.5
TOTAL MARK FOR INTERVIEW (out of 25)			

MONOLOGUE / ROLE PLAY

FLUENCY		ACCURACY	
No interaction	0	No production	0
Very difficult interaction	2.5	Poor language - interfering with intelligibility	2.5
Simple interaction only	5	Correct use of primary (non- or erroneous use of secondary) vocabulary & structures	5
Adequate but hesitant interaction	7.5	Correct use of primary & junior high (non- or erronous use of upper divis.) vocab. & structures	7.5
Effective interaction- use of discourse markers	10	Correct use of primary, junior high & upper division vocabulary & structures	10
Full & effortless interaction	12.5	Correct use of idiomatic language	12.5
TOTAL MARK FOR MONOLOGUE / ROLE PLAY (out of 25)			
FINAL MARK FOR STATION ONE (out of 50)			

Tester's Signature

ORAL BAGRUT TEST IN ENGLISH **STATION TWO**

Name of School Date

Name of Pupil Name of Tester

ROLE PLAY

FLUENCY		ACCURACY	
No interaction	0	No production	0
Very difficult interaction	2.5	Poor language - interfering with intelligibility	2.5
Simple interaction only	5	Correct use of primary (non- or erroneous use of secondary) vocabulary & structures	5
Adequate but hesitant interaction	7.5	Correct use of primary & junior high (non- or erroneous use of upper div.) vocab. & structures	7.5
Effective interaction - use of discourse markers	10	Correct use of primary, junior high and upper division vocabulary & structures	10
Full & effortless interaction	12.5	Correct use of idiomatic language	12.5
TOTAL MARK FOR ROLE PLAY (out of 25)			

Level	READING PROGRAMME	5 pt.	4 pt.
0	No evidence of having read text	0	0
1	Vague,superficial knowledge (from translation,summary crib)	3 4 5	8 9 10
2	Knowledge at narrative level (can tell what happened)	8 9 10	13 14 15
3	Inferences from events to main pragmatic meaning (Technical schools - related to field of study)	13 14 15	18 19 20
4	Inferences,relating to historical,social or psychological context (Technical schools - references to society)	18 19 20	23 24 25
5	Literary inferences in addition to above inferences (Technical schools - understanding of textual organization)	23 24 25	
	MARK FOR READING PROGRAMME (out of 25)		
	FINAL MARK FOR STATION TWO (out of 50)		

Tester's Signature

ORAL BAGRUT TEST IN ENGLISH STATION TWO (GROUP DISCUSSION ALTERNATIVE

Name of School
Date
Name of Pupil
Name of Tester

GROUP DISCUSSION ON READING PROGRAMME

FLUENCY		ACCURACY	
No interaction	0	No production	0
Very difficult interaction	2.5	Poor language- interfering with intelligibility	2.5
Simple interaction only	5	Correct use of primary (non- or erroneous use of secondary) vocabulary & structures	5
Adequate but hesitant interaction	7.5	Correct use of primary & junior high (non- or erroneous use of upper div.) vocab. & structures	7.5
Effective interaction - use of discourse markers	10	Correct use of primary, junior high and upper division vocabulary and structures	10
Full and effortless interaction	12.5	Correct use of idiomatic language	12.5

TOTAL MARK FOR FLUENCY AND ACCURACY (out of 25)

Level	CONTENT OF READING PROGRAMME	
0	No evidence of having read text	0
1	Vague, superficial knowledge (from translation, summary crib)	5
2	Knowledge at narrative level (can tell what happened)	10
3	Inferences from events to main pragmatic meaning (Tecnical schools - related to field of study)	15
4	Inferences relating to historical,social or psychological context (Technical schools - references to society)	20
5	Literary inferences in addition to above inferences (Technical schools - understanding of textual organization)	25

MARK FOR CONTENT OF READING PROGRAMME (out of 25)

FINAL MARK FOR STATION TWO (out of 50)

Tester's Signature

LETTERS TO THE EDITOR

SPELLING BEE 1989

Sir,

On June 11, at 4 p.m., the final stage of the National Israeli Spelling Bee took place at the Pedagogic Centre, Tel Aviv. The Spelling Bee is a competition game designed to improve spelling and enrich vocabulary. The competition began at the class level and continued on through school, city, regional and finally the national levels. Participants were all 7th and 8th graders throughout the country who chose to enter the competition. The words, distributed in advance to the pupils, were from the required word lists in the new Syllabus from the elementary through the 12th Grade.

This year's final consisted of 168 finalists. They were awarded a special certificate issued by the Ministry of Education and Culture, which congratulated them on their achievements. To the utter amazement of all those attending, no less than 68 pupils received "first prizes". These pupils had mastered all the levels plus some very difficult additional words chosen from the dictionary and not in the required word list even for the Bagrut pupil.

The success and the enthusiasm brought about by this event will create the pleasant task of trying to make it more difficult for the pupils in future Spelling Bees — this past year, they just couldn't be beaten. Prizes were also contributed by Sifriat Poalim, Steimatsky, Sela, "Hey There" (Jerusalem Post), Good Times, and the British Council.

Phyllis de Castro, Spelling Bee Organizer, Holon

ETAI/BRITISH COUNCIL PROFICIENCY COURSE

Sir,

I had the privilege of attending the ETAI/BRITISH COUNCIL Summer Proficiency Course, August 1989, and hope that our course was a forerunner to others. It was a truly comprehensive course and I found the sessions on idiomatic expressions very useful, because of our lack of familiarity with current idioms that are used in America and England. The constant use of everyday English will be of help in preparing students for the Oral Bagrut, and the songs, taped news and grammar games are of vital importance in using the language flexibly. Finally, the course and its teachers helped us especially in the cultural aspects of English, such as degrees of formality of language, in writing and in speaking. Most work was done via video tapes and by group work. The course also helped us teachers with subject matter material and methodological principles. Teachers should be encouraged to attend study days and in-service courses like this.

Mohammed Marzogue, Amal, Taibe

BAR-ILAN "MASTER TEACHERS"

Sir,

During the 1988–89 school year I, along with 30 other teachers, had the privilege of participating in a course for "Master Teachers" held at Bar Ilan University. The title "Master Teachers" came from the ranks in lieu of any other illusive phrase to describe ourselves. We, the participants, are teachers with 11–15 years of teaching experience at all levels and streams of the educational system. The aim of the program was not only to enrich our already existing knowledge of what is going on in teaching today, but to broaden our scope as teachers.

How does this lend itself to the "Master Teachers"? Well, the idea of this "first"was to help equip us with the tools and concepts needed to guide student-teachers. The program took seven months, with one monthly session, which was six hours in length. Each session was divided up so that we had a taste of the academic as well as the practical side of topics. The topics were so varied that no two were ever alike, and we always had the privilege of being addressed by the innovators.

To prove the success of the course, we asked Dr. Thea Reves and Dvora Ben-Meir the coordinators, to continue this project next year. I believe this says all: after all how many of us have attended seminars and workshops feeling that we wanted more?

Linda Klang, Kugel High School, Holon

“GROUP DISCUSSION” BAGRUT TEST

Sir,

Readers of the new publication “ORAL BAGRUT EXAMINATION: GUIDE FOR TEACHERS AND TESTERS” sre unlikely to understand the main point of my article therein (“The ‘Group Discussion’ Test on the Reading Programme: a Dissenting View”), as some very salient sentences were omitted. The relevant original paragraph should have read as follows:

> “The Group Discussion is meant to test the students’ proficiency in effectively performing the speech-style of conversation among friends about controversial topics. Pragmatic competence in this communicative act includes the use of appropriate discourse features. Instead, the test I witnessed consisted of a fourfold dialogue, each of which was performed in turn by the examiner and one member of the group. There was no interaction among the examinees, no discussion of relevant or controversial topics, no attempt to persuade partners of one’s opinion. In other words, the test did not test what it was meant to test: its validity was lower than would justify the invested effort.
>
> Regarding the literary content of this thwarted “discussion”, the four test-takers did not have any opportunity to give words to their individual understanding or personal appreciation of the few literary texts that were chosen for the exam. The topics were, in addition, set uniformly and announced to the whole class, so that there was anyway no room for any lively, fresh interaction, initiating of ideas and developing them into a spontaneous discussion. The examiner worked extremely hard to elicit from each of the four pupils that line of analysis which had obviously been formulated in her own literary evaluation. Under the given circumstances it would have been impossible to develop a fruitful exchange of ideas even with every single student. The test was by no means a valid exam of the test-takers’ knowledge, understanding and aesthetic appreciation of the Readiing Programme.
>
> The grade each of the four participants received could not be accurate and reliable. The examiner’s task was to initiate the conversation, to “keep the ball rolling” and to delve into various aspects of literary criticism, in order to elicit from the pupils the best of their knowledge. In addition...

Thea Reves, English Inspectorate, Tel-Aviv

CHANGES IN THE BAGRUT: A PROTEST

Sir,

We, the high-school English teachers at “Zfira”, would like to register a protest over the way recent changes in the “Bagrut” have been initiated. We feel that the unpredictability of the English test is decreasing our pupils' chances of success, and has caused an atmosphere of uncertainty among high-school teachers.

For example, we received information about the Summer 1989 new grammar exercise only in May 1988, when pupils in the eleventh grade had ceased studying English for that school year, leaving only the last year of school (always far less than a year in effect) to practice a new kind of exercise. We feel that adjusting teaching priorities in response to the changing demands of the "Bagrut" requires more time, especially in the case of less-able pupils, than the Ministry predicts. We realise that there may be technical reasons for the delays in communicating with us and would therefore like to suggest that notices be sent to the English coordinator's home address as well as to the school.

We would also appreciate getting more guidance about a new exercise than the two sentences provided — more examples or the names of books to refer to.

Another example: we happened to hear a worrying rumour recently, from a teacher who checked winter "Bagrut" papers, that in future 4-point pupils **will** be penalised for spelling and grammar mistakes. We would like to ask for confirmation or, hopefully, denial of this rumour, as we haven't seen anything about it in print.

We noticed a different type of reading comprehension exercise in this year's Winter Bagrut test: this cloze-type exercise is an excellent one, but surely more suited to the 5-point student who is able to re-write sentences, than his less-able 4 — and 3-point peers. Is it fair to give **three** such exercises, worth a precious 21 points in all, to the lower level candidates? We would like to know if this is to be a regular feature of the test at all levels.

Furthermore, even the *English Teachers' Journal*, usually a reliable channel of communication, let us down this year. We received the June '88 copy only in February '89.

We hope you will understand that little uncertainties such as those we have mentioned can hamper our work. We would like to be able to lead our pupils confidently to the test, knowing exactly what the requirements are, and that we have prepared them adequately. Clear and timely communications from the Inspectorate will help us in our aim.

Irene Berman, Yehudit Elgavi, Naomi Goldin,
Sharon Stern, Debby Toperoff, Ulpenat Zfira

FORMAL DEBATING AS AN EDUCATIONAL TOOL

Sir,

Formal debating has been an integral part of education in English-speaking countries for over a hundred years. The principles of debating are particularly relevant in a young democracy, where the ability to analyse what one hears, examine, and respond logically and clearly, are vital aspects of the democratic process and are not yet a natural part of the learning environment.

When organising a formal debate, it is important to define the rules clearly so that all the participants accept the basic regulations and no dispute arises in the course of the discussion.

The participants are:

1. A chairperson who is responsible for prsenting the subject for debate; defining the time available to each participant; preventing the speakers from overrunning the set time; maintaining order in the audience; conducting the voting; announcing the result; calling on the judges, and closing the debate.
2. A proposing team of at least two members and not more than four. Usually the team is four in a standard Israeli classroom because there are so many children. The first speaker has seven minutes to present the outline of the team's case and define the main issues. The second speaker has five minutes to present examples and proof for the side. The third speaker has three minutes to analyse the other side's case, humorously if possible, and rebut it. The fourth speaker has five minutes to sum up the case of the team.
3. An opposing team of the same size, with the same time and the same roles.
4. An active audience that takes part in the discussion, under the control of the chairperson, who allows two minutes to each speaker from the floor. The speakers from the floor must leave their seats and stand next to the team whose side they are supporting in their remarks. The audience participates after the third speaker and before the summing up. After the summing up, the audience is called to vote on the motion, preferably weighing what has been said and not according to preconceived notions. The voting is by division — the audience stands or sits opposite the team which it supports. The majority decides whether the motion has been accepted or rejected.
5. A panel of judges — two or three — who judge the debate from the point of view of the preparation, arguments, content, language, presentation, and teamwork. They also judge the chairperson and the audience. The purpose of the judging is to provide criticism and guidance that will improve the level of debate so that the remarks should be constructive.

No personal names are used, only titles. The teams are trained to support any side, not necessarily the one with which they agree. They MUST rebut the arguments of the other side and not only present prepared speeches. They are not permitted to read. Teamwork is an integral part of the exercise and they must not "hog" ideas for themselves.

Debating can be used to clarify opinions, study historical events, analyse literature, or simply exercise a sense of humour on a not-very-serious subject.

Ann Swersky, Sia'h Vasig, The Israel Debating Society

ETAI CONFERENCE

Sir,

On a BBC World English programme I heard some information on the second international conference of the *English Teachers' Association of Israel* that took place in Jerusalem. Mr.H. Norbrook, who had attended the congress, reported that it offered teaching ideas for practical classroom-based subjects and theoretical topics.

Jerzy Brzozowski
Mickiewicza 30/3
74–400 Debno Lud.
POLAND

ORAL BAGRUT

Sir,

I would like to endorse the suggestions of Yonah Rabin (JOURNAL, 39) referring to the Oral Bagrut. I would not go so far as to say that the role play is "next to valueless", but Mr. Rabin's suggestions certainly do make for a more "open-ended" kind of discussion that leaves more room for spontaneity.

In addition, there is the possibility of conducting a discussion on the latest news (something which cannot be rehearsed beforehand), on broad topics such as "What would you do/change if you were mayor/prime minister?" etc., or even asking the pupil to comment on problems arising from studies in other subjects (e.g. civics — proportional or regional representation, unemployment benefits, power of the press). One of the advantages of this kind of topic lies in the examinee's being "het up" to become involved in something that affects him/her, rather than showing a cool clinical detachment. I have always found that attacking (yes, attacking) opposing opinions results in enthusiastic or angry spontaneity.

Raphael Abt, Jerusalem.

AN OVERSEAS READER'S VIEWS

Sir,

I must say that your JOURNAL is truly one for English teachers. I read the August number (39) with a sense of satisfaction, just as I found each article full of relevant information and meaningful guidance for the ESL practitioner everywhere. The articles by Elana Shohamy and Raphael Gefen on "competence" and "performance" were so perceptive and full of insight that I became aware of some of the very subtle points of importance in the classroom for the first time.

(Dr.) *R K Singh*, Assistant Professor of
English, Head of Department of Humanities, Indian School of Mines, Dhanbad, India

PEN-PALS ABROAD

Sir,

I had the opportunity to visit your beautiful country this year as part of my honeymoon. It was the most exciting and touching time of my life. However, now I am taking the opportunity to write and ask if there is some procedure or bureau that handles American/Israel Pen Pal Programs.

I am an English teacher in a small town secondary high school and wish my students to have the opportunity to communicate with, learn about, and interact with students of their own age (14–18) from your country.

Edward Lipsman, Canon-McMillan Senior High School
Elm Street Extension Canonsburg, PA 15317 U.S.A.

Sir,

The Afro-Asian Center promotes international friendship and cultural understanding between students in Africa/Asia, including the Middle East, with American teenage boys and girls, I would like to ask teachers wishing to have their students correspond with American students to contact the Afro-Asian Center. Students aged 12 to 18 are invited to participate. Kindly provide: name, address, sex and age. Each student will be matched to an American student of corresponding age.

The Center prefers to work in cooperation with teachers but individual student requests will be honored too.

Your help will be greatly appreciated. I am not Jewish but my prayers are for justice and peace in your homeland. Every best wish to you from America.

Shalom,

Robert Carroll, Director
(Address: Afro-Asian Center, P.O. Box
337, Saugerties, N.Y. 12477, U.S.A.)

Sir,

PRINCIPALS, TEACHERS, LEADERS OF YOUTH GROUPS, PROGRAM DIRECTORS AT COMMUNITY CENTRES AND JEWISH CLUBS, RABBIS, MEMBERS OF SINGLES GROUPS, CAMP DIRECTORS, PARENTS, UNIVERSITY STUDENTS, TEENAGERS, CHILDREN, RETIREES.

International Jewish Correspondence was founded eleven years ago to link you and others in your Jewish Community with Jewish pen-pals in cities and countries both near and far. When writing for pen-pals, send the following information: name, permanent address (include postal code), date of birth (include year), sex, names, addresses and dates of birth of family members and friends who want to have pen-pals, languages you read, school and level (if still a student), past schooling and profession (if graduated), hobbies and interests and degree of observance (if important).

Also, describe the pen-pals you wish to receive: age range, sex, number you wish to write (at this time), the five to ten countries (with Jewish populations) that most interest you.

To obtain Jewish pen-pals, send the letter(s) and a self-addressed envelope to:

INTERNATIONAL JEWISH CORRESPONDENCE,
c/o CANADIAN JEWISH CONGRESS,
1590 DR. PENFIELD AVENUE,
MONTREAL, QUEBEC, CANADA H3G 1C5

Every request receives an answer.
There is no charge for our service (donations of one dollar U.S or Canadian for postage overseas are accepted).

LECTURES BY AMOS PARAN

Sir,

During the 1988/89 school year a series of monthly meetings was held for high-school English Teachers in the Holon-Bat Yam area, conducted by Mr. Amos Paran, under the auspices of Dr. Thea Reves, the English Inspectorate.

At each meeting a different aspect of English learning was discussed and dealt with, such as reading strategies, vocabulary expansion and literature. We were especially inspired by Amos' demonstration of how he taught poetry in a way which would make it meaningful and exciting to the Israeli student. For example, in teaching William Carlos Williams' "The Dance" and W.H. Auden's "Musée des Beaux Arts" which were suggested by Breughel's paintings, postcards of the paintings were distributed and activities such as group work and brainstorming provoked heated discussion as to the events in the paintings and similarity (or dissimilarity) between poems and paintings.

We would like to thank Amos for his care and devotion to making these meetings so interesting and instructive for us, and for sharing his considerable knowledge and ideas.

Andie Michaeli
Kugel High School
Holon

Sandara Mishalov
Tel Gibborim Comprehensive H.S., Holon

(*Editor's Note*: Amos Paran in now on leave of absence, studying for a Ph.D. in Linguistics in the U.K.)

ZEROING IN ON ACCURACY

Sir,

The book "**Teaching the Pedagogical Grammar of English**" by Raphael Gefen contains 139 patterns which are the criteria of accuracy by which our students are judged. The teacher should not try to condense the list; that has already been done. A close look will reveal that a great deal of work was invested in its preparation. It is the teacher's job to implement it, not to select from it. Yet no one can teach 139 patterns without neglecting other important elements of the curriculum. That is the dilemma, and now for one possible solution.

I don't want to get involved in the argument over "drilling", I accept the principle that if a class drills a certain pattern, it should be culminated by a communicative exercise. (Because communicative exercises are not within the scope of this letter, it will suffice to say that they are intended to be meaningful to the student.) After we subtract those patterns which a teacher has chosen to deal with intensively, the list of remaining patterns is staggering. Yet you can't escape from them because *accuracy* has become a major objective in the learning of English by our students. On the other hand, no one really knows what is involved in learning. There is also such a great variety of learning strategies that to do less may be sufficient for many students.

A teacher should constantly survey the reading material in search of the patterns he has planned *not* to teach intensively. He can deal with them in a number of ways, but the methods involved should not be time-consuming. Here is one suggestion; there certainly must be many more:

1) Call your students' attention to the pattern.
2) Elicit from the students as much information as possible.
   (Usually, it is a good idea to have them write down this information before they volunteer it orally. This gets the whole class working.)
3) Have them write a couple of sentences using the pattern. (Anything they want.)
4) Let them go over their sentences in groups of four.

A pattern can be reviewed as often as the teacher thinks it's necessary.

Boaz Sarig, Givatayim

HOW MUCH GRAMMAR FOR TECHNICAL SCHOOLS?

Sir,

When I was in elementary school we had grammar lessons on our time-table, both in Hebrew and in other languages. We learnt how to conjugate nouns and verbs. We had to memorize long lists of regular items and exceptions. However, after having studied for quite some time, what we knew was how to recite those lists and we could explain theoretically why one tense had to be used instead of another. We did not know how to express a simple idea.

Then there was a revolution. The other extremity became prevalent. Grammar became taboo. Children had to dive straight into whole sentences and expressions and there was no question of why something was said this way or the other. It was like learning the language by living in a country which spoke that language only. Whole forms were assimilated and accepted as such, and the rationale behind the structure was not mentioned, If a learner had to use a sentence that he had not met before, he would make it up intuitively or by analogy.

Grammar is back now, but as it should be, not as it was long ago. It is now the explanation of language and the tool for using language correctly. How much grammar should we teach and how?

The answer to the first question is — only as much as is necessary to understand the meaning of a sentence. We need not (when dealing with students who take Technical English) go into all the instances when the present perfect is used and not the past simple, we need only say that "he wrote" and "he has written" mean approximately the same. We certainly do not have to set exercises and let the student decide when to fill in a past simple or present perfect, because it will not contribute to his understanding of the text.

On the other hand, we have to teach that _s at the end of the word may be the _s of plural in nouns, or the _s of the 3rd person singular present tense in verbs, so that if a student comes up against a sentence "It forms part of our program," he will not immediately interpret "forms" as צורות. Students have to be made aware of the fact that in English a word may have the same form when it is a noun or a verb, e.g. form, work, process, program. The fact that many students ask, "Why don't we say 'they stands_'? It's the plural!" shows that they have to be taught some things in grammar and not wait until they acquire the knowledge of these grammatical facts through experience. It is obvious that what has to be taught most are cases where the English differs from the Hebrew, like the use of "a", the use of the present of the verb "to be", the use of "it", the use of "there is" etc. Yet to believe that you can explain these forms once, or even several times, and then have the learners use them correctly, is naive. The forms have to be practised over and over and over again with very many examples. However, when a student does several exercises on the same topic, he is liable to get them right but only because he is working mechanically. He may immediately make the same mistake when saying a sentence of his own.

And this brings us to the question of how to teach grammar. How can the mechanicalism we have mentioned be avoided? First, it seems to me best to stress only those forms which are different in Hebrew or completely non-existent. Secondly, grammar must be presented as an explanation of why a certain thing is said in a certain way. Once a certain form has been presented (or met), as many examples of it as possible should be introduced, preferably from the class reading material. Then the teacher should spot other such instances and point them out to the class. Finally the student should be made to create sentences of his own, using the specific form. We must invent situations where the student is in a position where he has no choice but to use several passives, but by then he will, hopefully, know how to produce the passive. A good example of introducing the passive is in the description of an experiment in the laboratory. We can think of situations to teach all the things that are important.

Adina Fridkovsky
(Editor's Note: do all teachers agree that we should merely tell pupils that the past simple and the present perfect "mean approximately the some"? Teachers are invited to write.)

THE ENGLISH POCKET THEATRE

Sir,

We are proud to announce the formation of the ENGLISH POCKET THEATRE — the first fully-professional English language theatre company in Israel, designed specifically for the purpose of taking *high quality* dramatic performances in English into the schools. The initial response to our new venture has been overwhelmingly favourable both in the professional theatre and English teaching fields, and by popular demand our first programmes will be aimed at High school students, and consist of dramatization of favourite short stories from the Oral Bagrut syllabus and scenes from the four- and five-point drama choices. We plan to open the season with a professionally-written dramatization of either EVELINE or A SUMMER'S READING and to follow this either by scenes from ALL MY SONS or the excellent one-act play TRIFLES. THE CHILDREN AND YOUTH THEATRE has already expressed its willingness to host us officially for the school year 1990–91 and we hope then to expand our programme by adding MR. KNOW-ALL and/or other favourite stories and plays from the then-current syllabus. From the outset it is planned that — time permitting — each programme will consist of two parts: a) the dramatic performance of ONE chosen item and b) a discussion period during which students will be encouraged to question the actors in their character-roles as to their personal motivations, aspirations and problems, and other aspects of the drama. In this way, it is hoped to help English teachers in their important task of bringing the material to life for students, and in motivating them toward a deeper and more creative understanding of English Literature.

Jacqui Carmel
Artistic Director, 41/5 Rehov Haseifan,
Neve Rassco, Ramat Hasharon, 47248
(Tel: 03-496674)

USING ACHIEVEMENT TESTS

אני כותבת אליך משום שחשבתי שהמידע דלהלן עשוי לענין אותך ואת מי שמטפל בנושא מבחני ההשגים.

ערכתי בכתה ט׳ שבה אני מלמדת את הבחינה ואני רוצה לציין שתי עבודות:

א. התוצאות תאמו מאד את הערכתי לגבי מצבם הלמודי של התלמידים.

ב. ברב המקרים התברר שקיים מתאם מדהים בין תוצאות המבחן וממוצע הציונים השנתי. המסקנה לדעתי היא שהבחינה הינה טובה מאד ומהוה כלי טוב ויעיל לבדוק את השגי התלמידים בסוף כתה ט׳.

אם אכן שאר המורים הגיעו למסקנה דומה הרי שמבחן מעין זה מאפשר לכל מורה לבדוק היכן הוא וכתתו נמצאים בהתיחם לממוצע הארצי ונראה לי שיש בכך חשיבות רבה.

נחמה שטראוס, מוסד חינוכי "אשרת"
קבוץ געתון 25130

CONFERENCE ANNOUNCEMENTS

1990

E.T.A.I. Spring Conference
1 April 1990, Haifa Israel
Details from: English Teachers' Association, POB 7663, Jerusalem, Israel.

Twenty-fourth International Conference of the International Association of Teachers of English as a Foreign Language (IATEFL)
27-30 March 1990, Dublin Ireland
IATEFL, 3 Kingdown Chambers, Kingsdown Park, Tankerton, Whitstable, Kent CT5 2DJ, United Kingdom

1990 Regional Seminar of the Regional Language Centre (RELC)
9-12 April 1990, Singapore
Theme: "Language Testing and Language Programme Evaluation"
Details from: Regional Language Centre, 30 Orange Grove Road, Singapore 1025

Ninth World Congress of the International Association of Applied Linguistics (AILA)
15-21 April 1990, Thassaloniki, Greece
Theme: "Applied Linguistics, International Understanding and Peace Education"

Details from: S. Efstathiadis, P.O. Box 52, Aristotle University, GR-54006 Thessaloniki, Greece

European Conference on Technology and Education (EURIT 90)
23-27 April 1990, Herning, Denmark
Details from: Danish Centre for Education and Information Technology, 72 Vesterbrogade, DK-1620 Copenhagen V, Denmark

Thirty-fifth Annual Convention of the International Reading Association
6-10 May 1990, Atlanta, Georgia, U.S.A.
Details from: International Reading Association, P.O. Box 8139, Newark, Delaware, USA

International Pragmatics Conference
9-13 July, 1990, Barcelona, Spain
Theme: "Interdependence of Social and Cognitive Aspects of Language Use"
Details from: International Pragmatics Association, Univ. Antwerp (Linguistics), Universiteitsplein 1, B-2610, Wilrijk, Belgium

E.T.A.I. Summer Conference
4-5 July 1990, Jerusalem Israel
Details from: E.T.A.I., POB 7663, Jerusalem

Semiotic Summer Institute
13-27 July 1990, Urbino, Italy
Details from: Centro Internazionale di Semiotica Linguistica, Piazza del Rinascimento 7, I-61029 Urbino, Italy

17th International Systemic Congress
August 1990, Stirling, U.K.
Details from: Martin Davies, English Studies, University of Stirling, FK9 4LA, UK

Conference on Computer Assisted Language Learning and the Use of Computers in the Humanities
21-26 July 1990, Harrogate, United Kingdom
Details from: School of European Languages and Literature, Queen Mary College, University of London, London E1 4NS, UK

12th International Congress of Phonetic Sciences
19-24 August 1990, Aix-en-Provence, France

World Congress of FIT (Fédération Internationale des Traducteurs)
2-9 August 1990, Belgrade, Yugoslavia
Details from: Secretary of the Congress of the FIT, Kicevska 9, YU-110000 Belgrade, Yugoslavia

Israel Association for Applied Linguistics (I.A.A.L.), Annual Conference

8 October 1990, Levinsky Teachers' College, Tel Aviv

Theme: Linguistics and Inter-Cultural Aspects in Language Acquisition.

Details: Professor Elite Olshtein, School of Education, Tel Aviv University

Congress of the FILLM (Fédération Internationale des Langues et Littérature Modernes)

21-29 August 1990, Belgrade, Yugoslavia

Details from: Sava Centar, Milentija Popovica 9, YU-11070 Belgrade, Yugoslavia

International Conference on Language Revival — In Honor of the Centenary of Modern Hebrew

15-18 October 1990, Jerusalem, Israel

Topics: Pre-Revival Conditions and Factors; Revival: Interventions, Institutions and Processes, Results and Evaluation; Pioneers of Language Revival; Instructional Methods; Language of the Media; Language Academies and Commissions; Teacher Training; Dialects and Standardization in Language Revival; Languages in Schooling; Bilingualism and Monolingualism as a Goal of Language Revival; The Role of Literature in Language Revival.

Details from: Mrs. Riva Peshin, Division for Adult Education, Ministry of Education and Culture, 20 Mamilla Street, 91911 Jerusalem Israel

EXPOLINGUA — International Fair for Languages, Translation and International Communication

21-25 November 1990, Frankfurt, Germany

Mainzer Austellungs GMBH, Alexander-Diehl-Strasse 12, D-6500 Mainz 26, Federal Republic of Germany

1991

Seventeenth World Congress of the FIPLV

12-16 August 1991, Pécs, Hungary

Theme: "Foreign Language Learning and Lifelong Education"

Details from: P. Basel, National Center for Foreign Language Teaching of T.I.T., XI., Bocskai ut 37 H-1113 Budapest, Hungary

Eighth International Symposium on Languages for Specific Purposes

18-23 August 1991, Ramat Rahel, Jerusalem

Details from: Dr. Dennis Curzon, English Department, Hebrew University of Jerusalem, Jerusalem 91905

Seventeenth Annual Conference of the Japan Association of Language Teachers (JALT)
2-4 November 1991, Kobe, Japan
Details from: JALT, Lions Mansion Kawaramachi 111, Kawaramachi Matsubara-Agaru, Shimogyo-Ku, Kyoto 600, Japan

EXPOLINGUA — International Fair for Languages, Translation and International Communication
6-10 November 1991, Frankfurt, Germany
Mainzer Austellungs GMBH, Alexander-Diehl-Strasse 12, D-6500 Mainz 26, Federal Republic of Germany

1992

EXPOLINGUA — International Fair for Languages, Translation and International Communication
25-29 November 1992, Frankfurt, Germany
Mainzer Austellungs GMBH, Alexander-Diehl-Strasse 12, D-6500 Mainz 26, Federal Republic of Germany

1993

Tenth World Congress of the International Association of Applied Linguistics (AILA)
8-12 August 1993, Amsterdam, The Netherlands
Theme: "Language in a Multicultural Society"
Details from: Johan Matter, Vrije Universiteit, Faculteit der Letteren, Postbus 7161, NL-1007 MC Amsterdam, The Netherlands

1994

Eighteenth World Congress of the FIPLV
in conjunction with the Fachverband Moderne Fremdsprachen (FMF)
28 March-1 April, 1994, Hamburg, Federal Republic of Germany
Details from: FIPLV Head Office, Seestrasse 247, Ch-8038 Zürich, Switzerland

׳עלון למורים לאנגלית׳, מספר 40, ניסן התש״ן, אפריל 1990

תמצית המאמרים המופיעים בגליון זה:

INFORMATION FOR ENGLISH TEACHERS

מדריך לבחינות הבגרות בעל־פה; ביטול בגרות בשש יחידות והשלמה 4–5 יחידות; קטלוגים של לומדות מחשב / וידיאו; קלטות וידיאו של משדרי הטלוויזיה החינוכית; חובה הבחינה בהבנת הנשמע לנבחנים אקסטרנים; דיסלקסיה ולמודי האנגלית; מקצוע חדש בבגרות — ״מיומנויות התירגום״; ספרי לימוד חדשים; פרס בריטי למורה ישראלית; גישה בין־דיציפלינרית ללמודי דמוקרטיה ודו־קיום; בחינה בהבנת הנשמע תשמ״ט 1989 — תמליל ושאלות.

TEACHING ENGLISH TO SPECIAL POPULATIONS

מאמרים על הוראת אנגלית לתלמידים דיסלקסיים, לתלמידים קשיי שמיעה ולתלמידים קשיי ראייה.

NEWS FROM THE OPEN UNIVERSITY

פרטים על לומדה חדשה בהבנת הנשמע; פרטים על קורס בשיפור הלשון למורים לאנגלית.

NEWS FROM EDUCATIONAL TELEVISION

תכניות חדשות לכיתה ד׳ ולכיתה ז׳.

NEWS FROM THE ENGLISH TEACHERS ASSOCIATION

דוח שנתי מאגודת המורים לאנגלית, דוחות מסדנאות והרצאות בוועידת הקיץ של האגודה.

TESTING COMMUNICATIVE COMPETENCE

(חלק שני) בחינות קומוניקטיביות (תקשורתיות) בכיתה, כנגד בחינות ארציות מתוקננות.

THE MARKING GRID IN THE BAGRUT

הצעות לבוחנים בבחינות הבגרות בעל־פה, כדי להקל על רישום ציונים בחלקים השונים של הבחינה.

CONFERENCE ANNOUNCEMENTS

הודעות על ועידות וכינוסים בארץ ובחו״ל, אשר יענינו מורים לאנגלית.

LETTERS TO THE EDITOR

מכתבים למערכת: תחרות בכתיב נכון; קורסים למורים משתלמים; בחינות הבגרות; תרבות הדיון (שיח ושיג); התכתבות תלמידים ומורים עם עמיתיהם בחו״ל; הוראת הדקדוק; קבוצה בינלאומית של מכשירי מורים; תיאטרון באנגלית; על השימוש בבחינות ההישגים.

משרד החינוך והתרבות
המזכירות הפדגוגית – הפיקוח על הוראת האנגלית

עלון למורים לאנגלית

(כולל "דפי הדרכה לאנגלית")

מספר 40
ניסן, התש"ן, אפריל, 1990

משרד החינוך והתרבות

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למודים לאנגלית

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Research and
Improvement (OERI)

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March 29, 1991